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SEPTEMBER 1989 VOLUME 24/NUMBER 9

RIE

RESOURCES IN EDUCATION

ED 305 425 — 306 354

EDUCATIONAL RESOURCES ERIC® INFORMATION CENTER

Office of Educational Research and Improvement
U.S. DEPARTMENT OF EDUCATION

SPECIAL ANNOUNCEMENT

ERIC for Teachers in Training: An Instructional Package for Professors

The ERIC Clearinghouse on Rural Education and Small Schools (RC) has produced a set of instructional materials designed to help teacher educators show their students how to use the ERIC system effectively.

Entitled *ERIC for Teachers in Training*, the materials consist of a handbook for professors, a handbook for students, lesson plans, transparency masters, and a quiz to assess student learning.

The product was reviewed by experts and tested in actual education classes before publication. It is being announced in the September issue of *Resources in Education* (RIE), as ED 306 072. Original copies are available for $10 from the ERIC Clearinghouse on Rural Education and Small Schools, P.O. Box 1348, Charleston, WV 25325 (800-624-9120).

RIE

RESOURCES IN EDUCATION

ED 305 425 — 306 354
September 1989
Volume 24/Number 9

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EDUCATIONAL RESOURCES ERIC® INFORMATION CENTER

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Subscriptions to *RIE* (12 issues/year), individual issues, and semi-annual indexes (January-June and July-December) are available from the Superintendent of Documents, U.S. Government Printing Office (GPO), Washington, D.C. 20402. Inquiries regarding prices should be directed to the Superintendent of Documents.

Selected Acronyms

CH	—	Clearinghouse
CIJE	—	*Current Index to Journals in Education*
Comp.	—	Compiler
DHEW	—	Department of Health, Education, and Welfare
Ed.	—	Editor
ED	—	Accession Number Prefix (ERIC Document)
	—	Department of Education
EDRS	—	ERIC Document Reproduction Service
EJ	—	Accession Number Prefix (ERIC Journal Article)
ERIC	—	Educational Resources Information Center
GPO	—	Government Printing Office
MF	—	Microfiche
NIE	—	National Institute of Education
OE	—	Office of Education
OERI	—	Office of Educational Research and Improvement
PC	—	Paper Copy
RIE	—	*Resources in Education*
SN	—	Scope Note
UF	—	Used For

Library of Congress Cataloging in Publication

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(Continued on next card)

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[DNLM: 1. Education—abstracts. 2. Education—indexes. 3. Research Support—directories. Z 5811 R432]

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AACR 2 MARC-S

Library of Congress 76[8805r83]rev2

Introduction

RESOURCES IN EDUCATION **(RIE)** — A monthly abstract journal announcing recent report literature related to the field of education, permitting the early identification and acquisition of reports of interest to the educational community.

Sponsor: Educational Resources Information Center (ERIC)
Office of Educational Research and Improvement (OERI)
U.S. Department of Education
Washington, D.C. 20208

ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

Organization of Journal: ***Resources in Education*** is made up of resumes and indexes. The resumes provide descriptions of each document and abstracts of their content. Resumes appear in a "Document Section" and are numbered sequentially by an accession number beginning with the prefix ED (ERIC Document). The indexes appear in an "Index Section" and provide access to the Resumes by Subject, Personal Author, Institution, and Publication Type.

Availability of Documents: The documents cited in ***Resources in Education,*** except as noted, are available from the ERIC Document Reproduction Service (EDRS), in both microfiche (MF) and paper copy (PC), or microfiche only. Availability in microfiche only may be determined by the source, for proprietary or copyright reasons, or by ERIC for reasons related to legibility and reproducibility. The price per document is based on the number of pages and is subject to change over time. An ERIC Price Code Schedule permits the user to convert all price codes to actual dollar amounts. Current price information for documents, microfiche, and subscriptions to microfiche collections is to be found in the section entitled "How to Order ERIC Documents" in the most recent issue of RIE.

How to Submit Documents to ERIC: If you have documents that you would like to have considered for announcement in ***Resources in Education*** (RIE), you should send clean, legible copies (in duplicate, if possible) to the ERIC Processing and Reference Facility, 2440 Research Boulevard, Rockville, MD 20850. A reproduction release, giving ERIC permission to reproduce in paper copy and microfiche (or microfiche only), and signed by the author or official representative of the source institution, is requested for all documents selected for inclusion in RIE. Standard reproduction release forms may be obtained from the ERIC Facility (a sample appears at the back of this issue of RIE).

How To Order RIE: The U.S. Government Printing Office (GPO) prints *RIE* and functions as subscription agent. Detailed subscription information appears on the page in the back of *RIE* entitled *"How to Order **Resources in Education**."*

HIGHLIGHTS Of Special Interest

ERIC Clearinghouse Publications

This page highlights publications announced in this issue of *Resources in Education* which were created by the ERIC Clearinghouses and which have been selected as having special significance for educators. For each brief citation appearing here, there is a full abstract appearing under the same ED number in the pages of the issue.

In addition to collecting the literature of education for announcement in *Resources in Education* and *Current Index to Journals in Education*, the ERIC Clearinghouses analyze and synthesize the literature in a number of different formats designed to compress the vast amount of information available and to meet the varying needs of ERIC users. These formats include research reviews, state-of-the-art studies, interpretive studies on topics of high current interest, research briefs, annotated bibliographies, and compilations. While some publications are comprehensive reviews designed for those who are interested in pursuing a subject in depth, others are brief analyses designed for the busy practitioner whose time for staying abreast of new developments in education is limited.

ERIC publications are published either by the ERIC Clearinghouses responsible for producing them or through cooperative arrangements with other organizations. Copies are usually available directly from the responsible Clearinghouse or from the source listed in the citation. In addition, the publications announced in *Resources in Education* are contained in all ERIC microfiche collections, and are available in paper copy and/or microfiche from the ERIC Document Reproduction Service (EDRS), 3900 Wheeler Avenue, Alexandria, Virginia 22304.

Citations (By Clearinghouse)

ED 305 493 CE 052 231
Naylor, Michele
Implications of Research on Displaced Workers. ERIC Digest No. 80.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.; 3p.
EDRS Price - MF01/PC01 Plus Postage.

ED 305 494 CE 052 232
Kerka, Sandra
Communications Technologies in Adult, Career, and Vocational Education. ERIC Digest No. 81.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.; 3p.
EDRS Price - MF01/PC01 Plus Postage.

ED 305 495 CE 052 233
Imel, Susan
Teaching Adults: Is It Different? ERIC Digest No. 82.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.; 4p.
EDRS Price - MF01/PC01 Plus Postage.

ED 305 496 CE 052 234
Imel, Susan Kerka, Sandra
Labor Market Information and Career Decision Making. ERIC Digest No. 83.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.; 3p.
EDRS Price - MF01/PC01 Plus Postage.

ED 305 497 CE 052 235
Halasz, Ida
Evaluation Strategies for Vocational Program Redesign. ERIC Digest No. 84.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.; 3p.
EDRS Price - MF01/PC01 Plus Postage.

ED 306 003 PS 017 918
Lyman, Lawrence Foyle, Harvey C.
Cooperative Learning Strategies and Children.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.; 3p.
EDRS Price - MF01/PC01 Plus Postage.

ED 306 008 PS 017 923
Moran, James D., III
Creativity in Young Children.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.; 3p.
EDRS Price - MF01/PC01 Plus Postage.

ED 306 072 RC 017 230
Howley, Craig And Others
ERIC for Teachers in Training: An Instructional Package for Professors.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.; 62p.
EDRS Price - MF01/PC03 Plus Postage.
Alternate Availability—ERIC/CRESS, Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 ($10.00).

ED 306 143 SE 050 562
Dessart, Donald J.
A Review and Synthesis of Research in Mathematics Education Reported during 1987.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; 184p.
EDRS Price - MF01/PC08 Plus Postage.
Alternate Availability—SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, OH 43212 ($12.50).

ED 306 326 UD 026 729
Ascher, Carol
The Mentoring of Disadvantaged Youth. ERIC/-CUE Digest No. 47.
ERIC Clearinghouse on Urban Education, New York, N.Y.; 4p.
EDRS Price - MF01/PC01 Plus Postage.

ED 306 327 UD 026 730
Webb, Michael Bunten, Paul
Promotion Policies in the Urban High School. ERIC/CUE Digest No. 48.
ERIC Clearinghouse on Urban Education, New York, N.Y.; 4p.
EDRS Price - MF01/PC01 Plus Postage.

ED 306 328 UD 026 731
Schwartz, Wendy
More Recent Literature on Urban and Minority Education. ERIC/CUE Digest No. 49.
ERIC Clearinghouse on Urban Education, New York, N.Y.; 4p.
EDRS Price - MF01/PC01 Plus Postage.

ED 306 329 UD 026 732
Ascher, Carol
Southeast Asian Adolescents: Identity and Adjustment. ERIC/CUE Digest No. 51.
ERIC Clearinghouse on Urban Education, New York, N.Y.; 4p.
EDRS Price - MF01/PC01 Plus Postage.

ED 306 337 UD 026 750
Second-Chance Opportunities for Hispanic Drop-outs. ERIC/CUE Digest No. 50.
ERIC Clearinghouse on Urban Education, New York, N.Y.; 4p.
EDRS Price - MF01/PC01 Plus Postage.

ED 306 338 UD 026 753
Ascher, Carol Flaxman, Erwin
The Delivery and Organization of Compensatory Education. Trends and Issues No. 9.
ERIC Clearinghouse on Urban Education, New York, N.Y.; 18p.
EDRS Price - MF01/PC01 Plus Postage.
Alternate Availability—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027.

ED 306 339 UD 026 754
Ascher, Carol
Urban School-Community Alliances. Trends and Issues No. 10.
ERIC Clearinghouse on Urban Education, New York, N.Y.; 30p.
EDRS Price - MF01/PC02 Plus Postage.
Alternate Availability—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027.

ED 306 346 UD 026 763
Passow, A. Harry
Curriculum and Instruction in Chapter 1 Programs: A Look Back and A Look Ahead.
Columbia Univ., New York, N.Y. Teachers College.; ERIC Clearinghouse on Urban Education, New York, N.Y.; 52p.
EDRS Price - MF01/PC03 Plus Postage.
Alternate Availability—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027.

DOCUMENT SECTION

SAMPLE DOCUMENT RESUME

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date Published.

Contract or Grant Number.

Alternate source for obtaining document.

Language of Document—documents written entirely in English are not designated, although "English" is carried in their computerized records.

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

ERIC Document Reproduction Service (EDRS) Availability—"MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS," alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of RIE.

ED 654 321 CE 123 456

Smith, John D. *Johnson, Jane*

Career Planning for Women.

Central Univ., Chicago, IL.

Spons Agency — Office of Educational Research and Improvement (ED), Washington, DC.

Report No. — CU-2081-S

Pub Date — May 83

Contract— NIE-C-83-0001

Note — 129p.; Paper presented at the National Conference on Career Education (3rd, Chicago, IL, May 15-17, 1983).

Available from—Campus Bookstore, 123 College Ave., Chicago, IL 60690 ($3.25).

Language—English, French

Pub Type—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors — Career Guidance,* Career Planning, Careers, *Demand Occupations, *Employed Women, *Employment Opportunities, Females, Labor Force, Labor Market, *Labor Needs, Occupational Aspiration, Occupations

Identifiers — Consortium of States, *National Occupational Competency Testing Institute

Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1980 and 1990, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (SB)

Clearinghouse Accession Number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms found in the *Thesaurus of ERIC Descriptors* that characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the *Thesaurus*. Only the major terms, preceded by an asterisk, are printed in the subject index.

Informative Abstract.

Abstractor's Initials.

Document Resumes

The document resumes in this section are arranged in numerical order by ED number, and also alphanumerically by Clearinghouse prefix and Clearinghouse accession number.

As explained in the Introduction, each Clearinghouse focuses on a specific aspect of education. The reader who is interested in one of these major aspects (e.g., Reading) may, however, find pertinent resumes among the entries of virtually any Clearinghouse, dependent on the orientation of the document. For this reason, it is important to consult the Subject Index if a comprehensive search is desired.

The following is a list of Clearinghouse prefixes and names used in this Section, together with the page on which each Clearinghouse's entries begin:

		Page
AA	— ERIC Processing and Reference Facility	1
CE	— Adult, Career, and Vocational Education	1
CG	— Counseling and Personnel Services	17
CS	— Reading and Communication Skills	27
EA	— Educational Management	45
EC	— Handicapped and Gifted Children	53
FL	— Languages and Linguistics	63
HE	— Higher Education	65
IR	— Information Resources	74
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RC	— Rural Education and Small Schools	99
SE	— Science, Mathematics, and Environmental Education	104
SO	— Social Studies/Social Science Education	115
SP	— Teacher Education	122
TM	— Tests, Measurement, and Evaluation	126
UD	— Urban Education	142

AA

ED 305 425 AA 001 188
Resources in Education (RIE). Volume 24, Number 9.
ARC Professional Services Group, Rockville, MD. Information Systems Div.; Educational Resources Information Center (ED), Washington, DC.; ERIC Processing and Reference Facility, Rockville, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 89
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $66.00 (Domestic), $82.50 (Foreign).
Pub Type— Reference Materials - Bibliographies (131) — Collected Works - Serials (022)
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
Descriptors—*Abstracts, Catalogs, Education, *Educational Resources, *Indexes, Resource Materials
Identifiers—*Resources in Education
Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

CE

ED 305 426 CE 050 678
Fellenz, Robert A., Ed.
Cognition and the Adult Learner.
Montana State Univ., Bozeman. Center for Adult Learning Research.
Spons Agency—Kellogg Foundation, Battle Creek, Mich.
Pub Date—May 88
Note—70p.; Selected papers presented at the meeting of a summer Institute on Adult Cognition (Bozeman, Montana, 1987).
Pub Type— Collected Works - General (020) — Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adult Basic Education, Adult Education, *Adult Learning, Adult Students, *Biology, *Cognitive Processes, Educational Technology, *Epistemology, High School Equivalency Programs, Postsecondary Education, *Problem Solving, Research and Development, Research Methodology, Research Needs, *Theory Practice Relationship
This report contains six research papers and a summary of a panel discussion on the topic of cognition and the adult learner. The papers are as follows: "Psychology and Adult Cognition" (Wilbert J. McKeachie); "Biology and Adult Cognition" (Frank Farley); "Technology and Adult Cognition" (Barbara Grabowski); "Enhancing Cognitive Skills" (Richard A. Block); "How We Solve Problems" (Charles E. Moon); and "From Research to Practice: The Practitioner's Perspective" (Joanne Erickson). The panel discussion focused on "Doing Research in Adult Learning." (KC)

ED 305 427 CE 051 615
Lawson, Dorothy Blair, Diane
A Training Handbook for "Using Labor Market Information in Career Exploration and Decision Making. A Resource Guide."
Eastern Illinois Univ., Charleston.
Spons Agency—National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.
Report No.—ISBN-0-912048-51-4
Pub Date—Sep 86
Note—161p.; For the related resource guide, see ED 284 020.
Available from—Garrett Park Press, P.O. Box 190-B, Garrett Park, MD 20896.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Behavioral Objectives, *Career Choice, *Career Counseling, Career Development, Career Education, Career Exploration, Career Guidance, Counselor Educators, *Counselor Training, Course Descriptions, Decision Making, *Faculty Development, Higher Education, Learning Activities, *Occupational Information
Identifiers—Career Information Systems
This training handbook is a companion volume to "Using Labor Market Information in Career Exploration and Decision Making: A Resource Guide." It is designed for use in a workshop format to introduce the resource guide to counselor educators who will use it as a primary or supplementary text for college courses in career development or occupational information in the counselor education program. Part I provides a preparation checklist and timelines for both a 3-hour (half-day) and 6-hour (full-day) workshop. Part II contains the workshop facilitator's procedures for presenting the resource guide. The six chapters cover understanding career development and the use of career and labor market information in career counseling; understanding the labor market: concepts and applications; exploring labor market information sources and systems; exploring labor market information resources and products; using labor market information in career counseling; and developing a professional plan of action. Each chapter begins by listing goals and content areas. A content outline, activities, and discussion suggestions are provided. Culminating activities follow chapter VI. These facilitator materials are then presented: handout masters, transparency masters, and posttest answers. Part III is a university course outline. (YLB)

ED 305 428 CE 051 687
Lorenz, Edward C.
The Targeted Jobs Tax Credit in Maryland and Missouri: 1982-1987.
National Commission for Employment Policy (DOL), Washington, D.C.
Report No.—NCEP-RR-88-18
Pub Date—Nov 88
Note—117p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Adults, Career Education, *Corporate Support, *Disabilities, *Economically Disadvantaged, *Employment Problems, *Federal Aid, Federal Legislation, Federal Programs, Grants, Job Training, Labor Force Development, Program Effectiveness, Program Evaluation, Salaries, State Programs, *Tax Credits, Training Allowances, Unemployment, Youth Programs
Identifiers—Maryland (Baltimore), Missouri (Kansas City), Missouri (Saint Louis), *Targeted Jobs Tax Credit
This report expands an earlier study of the impact of the Targeted Jobs Tax Credit (TJTC) upon program participants. It explains how TJTC has been used in three major urban areas with large disadvantaged populations: Baltimore, Kansas City, and St. Louis. After a summary of the history of TJTC and of the findings of other studies of wage subsidies in Part I, Part II reviews the origins of current employment problems of disadvantaged persons in Maryland and Missouri. Part III reviews income experiences of TJTC participants in the two states

5 years after hiring. Part IV examines changes in use patterns from 1985 to 1987 to determine the impact of the hiatus period (after TJTC expiration and prior to reenactment) on job seekers and employers. Part V reviews the significant changes in the TJTC summer program and relates the changes to efforts to direct more employment and training resources to solving the problems of at-risk youth. Part VI examines the experiences of employment and training agencies with TJTC. Employer use of TJTC is reviewed in Part VII. It focuses on the institutionalization of TJTC within the business community and the implications of current employer use for the design of employment subsidies. The conclusion includes recommendations for modifications of TJTC and an analysis of the role of TJTC as an employment strategy in urban areas with significant unemployment. Notes and a 10-page bibliography complete the report. (YLB)

ED 305 429 CE 051 834
Theriot, Rosemary Williams, Palisa D.
Educating the American Workforce.
Pub Date—[88]
Note—16p.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, Bachelors Degrees, *Blue Collar Occupations, Demonstration Programs, *Educational Needs, Educational Research, Employment Qualifications, Higher Education, *Industrial Education, Needs Assessment, *Nontraditional Students, Retraining, *School Business Relationship, Skill Obsolescence

From February through March 1987, a questionnaire entitled "A Survey of Business and Industrial Personnel Educational Needs" was administered to factory workers. Data were collected from 475 blue-collar employees at four leading manufacturing plants in Bowling Green, Kentucky. Survey results indicated that nontraditional students may not be completely aware of the support services and basic procedures and requirements of most colleges and universities. Some students indicated that they would need some type of educational assistance in mathematics, English, writing, and reading. Findings were used as a tool in developing a proposed Industrial Education Degree Program that unites the technological demands of the labor force with the educational needs of blue-collar employees as nontraditional students. The model educational program is intended for use by industry and higher educational institutions as a guideline in revising the general education core of a four-year degree program. The proposed degree has three purposes: it could provide the opportunity for four-year institutions to join forces with business and industry to help combat educational deficiencies of employees in the current work force; it may provide a new pool of students for certain institutions in higher education; and it could meet the educational needs of blue-collar employees. (YLB)

ED 305 430 CE 051 934
Mehrotra, Chandra, Ed. And Others
Family Caregiving. A Manual for Caregivers of Older Adults.
College of St. Scholastica, Duluth, Minn.
Report No.—ISBN-0-9621122-0-8
Pub Date—88
Note—99p.; Manual partly funded through a grant from the Arrowhead Regional Development Commission's Aging Program.
Available from—College of St. Scholastica, 1200 Kenwood Avenue, Duluth, MN 55811 ($13.00; 50 or more: $10.00 each).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adult Children, *Aging (Individuals), *Family Caregivers, Family Involvement, Family Life, Family Problems, Frail Elderly, Guides, *Older Adults, Stress Management

This manual provides caregivers with practical knowledge and suggestions that could be of help to them in this important role. Chapter 1 gives an overview of the volume and tells how to use it. Chapter 2 identifies who caregivers are, what they do, and what changes have taken place in their lives since they became caregivers. Chapter 3 begins with a discussion of the sources of stress, its symptoms and stages, and its consequences and then describes techniques to reduce stress or its effects. Discussion in chapter 4 focuses on communication in the family, including such topics as information sharing, changing nature of relationships, need for support systems, and patterns of communication. Chapter 5 focuses on techniques for aiding communication with those with impaired hearing or vision, stroke, or neurological deficits. Chapter 6 describes important changes in the body and major age-related diseases. Chapters 7 and 8 provide information about the changing nutritional needs of older adults and about different types of exercise. Topics in chapter 9 concern the psychology of aging. Chapter 10 describes the various types of living arrangements in terms of the needs of the older people they accommodate. Chapter 11 covers legal and financial matters. The final chapter introduces a variety of agencies and their services that may be helpful in meeting the needs of caretakers and their older relatives. Recommended readings and references for each chapter are listed. (YLB)

ED 305 431 CE 052 015
Adult Literacy: A Study of Community Based Literacy Programs. Revised and Updated. Volume I: Study Findings and Recommendations.
Association for Community Based Education, Washington, DC.
Pub Date—Sep 86
Note—68p.; For volume II, see CE 052 016.
Available from—Association for Community Based Education, 1806 Vernon Street, NW, Washington, DC 20009 ($15.00).
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adult Basic Education, *Adult Literacy, *Community Education, *Community Programs, Educational Research, Illiteracy, *Literacy Education, *Needs Assessment, Outcomes of Education, Program Descriptions

A study of the philosophies and practices of community-based literacy programs focused on their nature, characteristics, and needs. Five activities were conducted: determination of criteria for defining literacy programs as community-based; program identification; survey and interview of program directors; meetings and follow-up conversations with community-based groups; and data analysis and report development. Data were collected from 24 literacy programs. Characteristics of community-based literacy programs in 10 categories were studied. The programs saw themselves as having a broad mission. Programs had two sets of objectives–program outcomes and learners' objectives. They generally served a different, harder to reach population of illiterates. A comfortable, accessible, nonacademic and nonthreatening setting appeared to be an important determinant of success in reaching and retaining learners. Most found word-of-mouth an effective recruitment technique. They tended to rely on group processes or a mixture of group and one-on-one instruction and to use teachers rather than tutors. Most used an eclectic approach and drew materials from a variety of sources. Extensive support for learners in class and outside was typical. Programs cited a variety of outcomes and an average retention rate of 65-70 percent. Action to address programs' needs was recommended. (YLB)

ED 305 432 CE 052 016
Adult Literacy: A Study of Community Based Literacy Programs. Revised and Updated. Volume II: Program Profiles.
Association for Community Based Education, Washington, DC.
Pub Date—Sep 86
Note—59p.; For volume I, see CE 052 015.
Available from—Association for Community Based Education, 1806 Vernon Street, NW, Washington, DC 20009 ($15.00).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adult Basic Education, *Adult Literacy, *Community Education, *Community Programs, Educational Research, Illiteracy, *Literacy Education, Program Descriptions

This volume accompanies a study of community-based approaches to literacy education for adults. It provides profiles of 26 community-based educational institutions that provided study data. Each profile provides name, address, and telephone number; contact; other project sites; institutional description; mission/purpose; approach; skills developed/methods used; recruitment; participants; instructors; funding; staffing; outcomes; and abstract. These programs are included: Adult Education Consortium; Boston Indian Council; Bronx Educational Services; Dungannon Development Commission; Fortune Society Tutoring Program; Highbridge Community Life Center; Institute for Community Education and Training Center; Jobs for Youth–Boston, Inc.; LaSalle University Urban Center Adult Learning Project; Literacy Action, Inc.; Literacy Volunteers of Chicago; ABE/GED Consortium for Worker Literacy of Local 237 (New York City); Lutheran Settlement House Women's Program; Mountain Women's Exchange Adult Basic Education Program; North American Committee Adult Learning Center; National Congress of Neighborhood Women; Navajo Community College Foundation Studies; New Horizons for Children; Parent-Child Development Center, Inc.; Project Literacy; PLAN (Push Literacy Action Now); St. Mary Human Development Center; Solidaridad Humana; Spanish Education Development Center; Telamon Corporation; and Urban Appalachian Council. (YLB)

ED 305 433 CE 052 027
Benseman, John
The View from the Other Side of the Educational Door: Adult Education from the Perspective of People with Low Levels of Schooling.
Spons Agency—New Zealand Dept. of Education, Wellington.
Pub Date—Jan 89
Note—179p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Adult Basic Education, *Adult Education, Adult Programs, Continuing Education, *Dropouts, *Educational Attitudes, Foreign Countries, High School Equivalency Programs, *Participant Characteristics, *Student Motivation, Student Recruitment
Identifiers—*New Zealand, *Nonparticipation

A research study explored how a group of adults who have had limited schooling (and therefore, would be expected to be nonparticipants in adult education programs) view their educational experiences and the opportunities open to them as adults. As an exploratory study, a focused sample of 40 members of the Northern Hotel Workers' Union in New Zealand were interviewed about their work and family life, schooling experiences, and adult education. The study found that school had been a varied experience for the respondents. Most considered schooling something to be endured and had few expectations. As adults, many regret their limited time at school, but these negative feelings do not appear to be related to their nonparticipation in education. Although most feel they have been able to achieve what they want as adults despite their levels of schooling, they see this becoming more difficult as they age and the job market becomes more competitive. Most respondents are aware of at least some form of adult educational provision and see these programs as filling two roles: providing recreation/leisure and providing "second-chance" opportunities for social mobility. There is a strong level of interest in and respect for education among the respondents. About half are interested in educational opportunities for themselves. Four types of nonparticipants were inferred from the research, and strategies for involving three of these types were suggested. The questionnaire, interview schedule, and a bibliography are appended. (Author/KC)

ED 305 434 CE 052 034
Haggen, Gilbert L.
A History of Computer Numerical Control.
Pub Date—Dec 88
Note—16p.; Paper presented at the American Vocational Association Convention (St. Louis, MO, December 1988).
Pub Type— Speeches/Meeting Papers (150) — Historical Materials (060)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Automation, *Computers, Computer Science, *Computer Software, Electronic Control, *Machine Tools, Microcomputers, Minicomputers, *Numerical Control, Science History, *Technological Advancement, Vocational Education

Computer numerical control (CNC) has evolved from the first significant counting method–the abacus. Babbage had perhaps the greatest impact on the development of modern day computers with his analytical engine. Hollerith's functioning machine with punched cards was used in tabulating the 1890 U.S. Census. In order for computers to become a reality, the binary number system, Boolean algebra,

and electromechanical circuitry, a system used by every digital computer, had to be discovered, invented, or developed. During World War II, IBM built a computer using simple electromechanical relays as on-off switching devices and punched tape to provide the necessary information to manipulate data. The 1950s saw the start of two related trends–building of a magnetic memory and development of the transistor. Through the 1960s, the integrated circuit, microcomputers, and memory chips were developed. Further advances in the chip, affordable computers, and software occurred in the 1970s. In 1976, CNC made its debut at the Chicago Trade Show. As computer chips became smaller and more powerful, the CNC machines could be used with almost any process involving X,Y,Z coordinates. Examples of contemporary CNC machines are the Bosto Matic Model 405, Cincinnati Milacron's Acramatic 760 G, and G.E.'s Fanuc Automation's CNC. Future developments will include more artificial intelligence and the clone-type brain. (YLB)

ED 305 435 CE 052 068
MacKenzie, R. J.
Partnership in Continuing Education: A Review of the Issues.
Further Education Unit, London (England).
Report No.—ISBN-1-85338-102-0
Pub Date—89
Note—80p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Adult Education, Adult Programs, *Articulation (Education), *Continuing Education, *Educational Cooperation, *Educational Planning, Foreign Countries, Institutional Cooperation, Postsecondary Education
Identifiers—*England, *Partnerships in Education
This report describes partnerships in continuing education in England and analyzes some of the issues involved in such partnerships. The report suggests ways in which collaboration might be increased in the interests of existing and potential users. In Part I, Chapters 1-3 introduce the concept of educational partnership, provide definitions, and outline some of the issues involved in cooperation versus competition in education. Chapters 4 and 5 (Part II) consist of case studies of four very different attempts at collaboration. Part III contains three chapters that discuss the meaning of partnership and the arguments for collaboration, which are compelling, but must contend with deep-seated drives for competition. Chapter 8 also outlines some general principles for partnership. A 53-item bibliography is followed by a list of people consulted for this report. (KC)

ED 305 436 CE 052 079
Vos, Jo
Post-Secondary Vocational Education: Follow-Up Study.
Minnesota State Office of the Legislative Auditor, St. Paul. Program Evaluation Div.
Pub Date—Mar 85
Note—42p.; This is a follow-up study to ED 242 876.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Compliance (Legal), Educational Research, Followup Studies, *Job Placement, Postsecondary Education, *Program Improvement, State Legislation, State Programs, *Statewide Planning, *Teacher Student Ratio, *Vocational Education
Identifiers—*Area Vocational Technical Schools, *Minnesota
A study examined whether the Minnesota State Board of Vocational Education has adequately implemented recommendations made in a 1983 evaluation of postsecondary vocational education programs. It focused particularly on how the board and its management have responded to problems of low job placement rates and low student-teacher ratios in some vocational programs. Findings indicated they have not yet adequately addressed the placement rate problem; related placement rates declined since the 1983 evaluation. The board had made progress in the area of student-teacher ratios by eliminating programs with low ratios; systemwide, average student-teacher ratios improved slightly. Recommendations were that the board and staff develop an adequate measure of related placement rates and refine their present student-teacher ratio policies, that the legislature remove current statutory criteria on related placement rates and student-teacher ratios because they are stricter than the standards recommended in the 1983 report, and that the legislature should not provide the area vocational-technical institute system with funds that would enable it to add more programs. It would not be wise for the board and management to fund new programs either through savings from the elimination of existing programs with poor placement rates or from staff reductions. (YLB)

ED 305 437 CE 052 112
Decker, Larry And Others
State Community Education Planning, National Project Report.
Virginia Univ., Charlottesville. Mid-Atlantic Center for Community Education.
Spons Agency—Mott (C.S.) Foundation, Flint, Mich.
Pub Date—89
Note—104p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Adult Basic Education, *Adult Education, *Community Education, *Educational Planning, Grants, Networks, Postsecondary Education, Program Development, *Program Implementation, *Program Improvement, *State Programs, Statewide Planning
During the National Project for State Community Education Planning and Development, the following main activities were accomplished: (1) each state received (or was eligible for) a State Community Education Planning Assistance Award for developing or updating a 5-year state plan for community education (1988-1993); (2) a planning and training workshop and other training sessions were conducted for state planning facilitators from each state; (3) the status of each state's community education development was determined; and (4) a set of elements common to successful state planning and development efforts was defined and incorporated in a planning guide for state community education development directors. The elements identified were leadership, networking, legislation and funding, training and technical assistance, and community education identity and support. As a result of the project, needed reinforcement and revitalization of existing community education networks were provided, and the stimulus to expand to other groups with related concerns was generated. (Abstracts of state plans for community education are included in this report.) (KC)

ED 305 438 CE 052 136
Building the Work Force: Developing Youth Employability. A Report of the 1986-87 MCBEA Task Force on Youth Employment.
Minneapolis Community Business Employment Alliance, MN.
Pub Date—Apr 87
Note—72p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Career Education, Dropouts, *Employment Potential, Employment Programs, *High Risk Students, *Job Skills, *Labor Force Development, Secondary Education, Unemployment, *Youth Employment, *Youth Programs
Identifiers—*Minnesota (Minneapolis)
A growing portion of Minneapolis youth are dropping out of school before they are prepared for a job. At the same time employers face a growing labor shortage. The city must identify the at-risk youth and intervene early in preparing them for the work world. The common denominator of all factors that increase a youth's risk of chronic unemployment is a significant deficiency in the basic skills. Employers' and youths' perceptions of the skills and attitudes important to employability closely match. The elements of successful youth employment strategies have also been identified: basic skills remediation; comprehensive, individualized services; long-term commitment; and caring adults. Parents and family, the schools, youth, employers, and employment and training programs share the responsibility of preparing young people for the work world. Each sector offers special resources that contribute to the development of employability in youth. These sectors have been working independently and have not succeeded in reaching and preparing at-risk youth for steady employment. Findings, conclusions, and recommendations appear at the beginning of the report. Appendixes include a listing of examples of successful programs for at-risk youth–target group, program, services, a chart illustrating relevant facts and characteristics of Minneapolis Youth Employment Programs, and a 29-item bibliography. (YLB)

ED 305 439 CE 052 137
1988 National Conference on Adults with Special Learning Needs Conference Proceedings (Washington, D.C., October 19-20, 1988).
Gallaudet Univ., Washington, DC.
Pub Date—88
Note—73p.
Pub Type— Collected Works - Proceedings (021) — Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Adult Education, Adult Literacy, Conference Proceedings, Continuing Education, Developmental Disabilities, *Hearing Impairments, Illiteracy, *Learning Disabilities, *Lifelong Learning, *Literacy Education, Mental Disorders, *Visual Impairments
This combined proceedings document presents the highlights of two historic national events: the First National Congress and the 1988 National Conference on Adults with Special Learning Needs. A summary of the Congress discusses the theme of empowerment and the declaration adopted calling for the adult and continuing education community to address the special learning needs of adults into the 21st century. The declaration is provided. The conference proceedings summarize the presentations. The recommendations from the First National Congress are discussed first. They relate to four questions posed at the Congress: who are the adults with special learning needs; how do these adults learn as adults; what do they want to learn; and who cares about adults with special learning needs? Highlights from presentations on the following themes are also provided: creating lifelong learning opportunities for adults with special learning needs; federal, state, and local collaborative efforts; building effective literacy programs for adults who have different learning styles; learning styles and instructional approaches for learning disabled, deaf and hearing impaired, blind and partially sighted, and mentally ill adults; building linkages among associations; and the handicap of illiteracy. The appendix contains the conference agenda, which provides brief summaries of the presentations. (YLB)

ED 305 440 CE 052 139
JTPA Progress. A Report to the General Assembly on the Job Training Partnership Act in Virginia.
Virginia Governor's Dept. of Employment and Training, Richmond.; Virginia Governor's Job Training Coordinating Council.
Pub Date—89
Note—51p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Career Education, Dislocated Workers, *Employment Programs, Federal Aid, Federal Legislation, *Job Training, Literacy Education, *State Programs, *Statewide Planning, Unemployment, Youth Employment, *Youth Programs
Identifiers—*Job Training Partnership Act 1982
This report provides highlights of the Job Training Partnership Act (JTPA) in Virginia. An overview details the focus of the report–programs and activities under Title II–and describes program organization and planning. Section II provides an overall picture of JTPA in Virginia. Topics include its funding history, client characteristics, performance measures, participant follow-up, private sector involvement, and Title II-A youth programs. Section III focuses on summer youth programs. Objectives, guidelines, and descriptions are provided for the Private Sector Mentorship Program, Summer Youth Employment and Training Program, Summer Youth Employment and Training Institute, and Remedial Education. Section IV describes Governor's Employment and Training Department (GETD) and Governor's Job Training Coordinating Council (GJTCC) initiatives. Discussion centers on the Reducing Dependency through Training Program; support of literacy efforts of the Virginia Adult Literacy Consortium; services to offenders; the Cities-in-Schools grant; the 1987 Governor's Conference on Employment and Training; regional coordination workshops; and the Unemployment Insurance Data versus Participant Followup. The final section addresses the future roles for the GETD and service delivery areas (SDAs) in welfare reform and aid for dislocated workers. An appendix provides information on Virginia SDAs. (YLB)

ED 305 441 CE 052 144
Shickell, Charlyn R.
Coping Strategies of Unemployed Families.
Pub Date—Nov 88
Note—19p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Tulsa, OK, November 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adults, Behavior Patterns, *Coping, *Dislocated Workers, *Family Attitudes, Family Influence, *Family Problems, Family Relationship, Stress Management, *Unemployment
Identifiers—Nebraska (Omaha)
As part of a larger research effort, a study was conducted to determine the coping strategies used by families undergoing unemployment. Data were collected from a 95-item questionnaire (developed and tested at the University of Nebraska-Lincoln) that was mailed to 150 persons and/or their spouses who were currently unemployed or had been unemployed in the past. Ninety-five questionnaires (from 45 males and 50 females) were returned, for a response rate of 63.6 percent. The respondents, all residents of Omaha, Nebraska, were asked to express in narrative form their feelings about unemployment and the crisis they experienced. The F-COPES instrument (Family Crisis Oriented Personal Evaluation Scale) was included in the questionnaire to measure family coping patterns. The overall test-retest reliability of the F-COPES was .81. Results suggest that unemployment is a traumatic event for the unemployed person and all members of the family system. Job loss affects families psychologically, socially, and financially. (Author/KC)

ED 305 442 CE 052 147
Holmes, Barbara J. And Others
Solutions in Progress: Results of a Survey of Literacy Programs and Activities.
Education Commission of the States, Denver, Colo.
Pub Date—Dec 87
Note—65p.
Available from—Education Commission of the States Distribution Center, 1860 Lincoln Street, Suite 300, Denver, CO 80295 (Order No. AL-87-2: $8.00; executive summary, order no. AL-87-2E: $2.00).
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adult Basic Education, Adult Education, *Adult Literacy, *Adult Programs, Educational Finance, Educational Needs, Enrollment, *Library Role, *Literacy Education, *Program Costs, Program Descriptions, *State Programs
A study examined the role of the state in providing adult literacy services. Questionnaires were sent to state adult education directors, state library directors, and state literacy commission directors in the 50 states and five territories, with a varying rate of return approximating 75 percent. Each questionnaire sought information about budgetary matters, program criteria, demographics, needs assessment, program management, and evaluation. Some of the results of the surveys were as follows: (1) states are increasing their monetary commitment to literacy services; (2) state library directors estimate it costs approximately $260 to keep one adult in a library-related literacy program for one year, whereas keeping one illiterate adult in an adult-education-sponsored program for one year costs about $514; (3) adult education directors estimate that about 700,000 adults 16 years and older need literacy services in each state, but only 9 percent are receiving them; (4) state library directors estimate that for 1986 and 1987, 55,000-65,000 persons received literacy services through state and local public library programs; (5) 42 percent of the states have conducted needs assessments; and (6) insufficient funds, followed by lack of student motivation, were perceived as the greatest barriers to providing literacy services. (This report contains statistical tables and charts. Appendixes include the advisory panel, survey questionnaires, respondents by geographic region, and categories of users of literacy services.) (KC)

ED 305 443 CE 052 149
Driver Education for Texas Schools.
Texas Education Agency, Austin.
Pub Date—88
Note—12p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Certification, Course Content, Course Organization, *Driver Education, High Schools, High School Students, Program Implementation, Recordkeeping, *State Standards
Identifiers—*Texas
This paper lists the standards for a course in driver education approved for Texas schools. The guidelines cover administration and supervision; teacher certification; teaching assistants; course requirements; scheduling; instructor hours, class size, and age level; driver education course records; signatures; control of standards; and procedures for student certification. The paper also lists sources of supplementary information on licensing, insurance, and curriculum. (KC)

ED 305 444 CE 052 151
Moore, Charles G. And Others
V-TECS Guide for Carpenter.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Pub Date—89
Note—599p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF03/PC24 Plus Postage.
Descriptors—Behavioral Objectives, *Building Trades, *Carpentry, Competency Based Education, *Construction (Process), Criterion Referenced Tests, Curriculum Guides, Industrial Arts, Job Analysis, Learning Activities, Secondary Education, *Trade and Industrial Education
This curriculum guide provides materials for a nine-duty course in carpentry. The nine duties are estimating materials, preparing building site, sharpening tools, building and installing foundation forms, installing rough framing, installing roof components, installing exterior finishes, installing interior finishes, and assembling and constructing stairs. Each duty consists of a number of job-relevant tasks. These components are provided for each task: performance objective (task, standard of performance of task, source of standard, conditions for performance of task), enabling objectives, resource(s), teaching activities, criterion-referenced measure (questions, answers, practical application, method of evaluating practical application), and checklist for the student evaluation. Appendixes include a task list with job titles, definition of terms, list of tools and equipment, list of sources of standards, a bibliography of state-of-the-art literature, and a bibliography compiled by the writing team. (YLB)

ED 305 445 CE 052 152
Rossetti, Rosemarie
Reasons High School Students Are Not Enrolling in Vocational Education and People Influencing Students' Decisions.
Pub Date—Mar 89
Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Course Selection (Students), *Enrollment Influences, Enrollment Trends, Grade 11, High Schools, *Mothers, *Parent Attitudes, Secondary School Curriculum, *Student Attitudes, *Vocational Education
The study investigated reasons why 11th-grade students decided not to enroll in a vocational curriculum and who influenced their decision. The population studied was all nonvocational 11th-grade students in the Southwest Ohio Region Personnel Development Center during the 1987-88 school year. Five schools were randomly selected from the population, resulting in 633 nonvocational 11th-graders. Two of the schools were in urban areas, and three were in rural areas; the socioeconomic status of the schools was similar. Students were about 80 percent white, 17 percent black, and 3 percent other races, and about half male and half female. Students completed questionnaires; a random sample of 15 of their parents were interviewed by telephone. The study showed that the most often cited reason students did not enroll in vocational education was that they wanted to go to college and that vocational education would neither prepare them for college nor offer the right graduation credits. Students also had a negative image of vocational education courses and vocational students. The study also found that mothers/female guardians, followed by friends, were the most important influences on student curriculum choice. The study concluded that vocational education should seek ways to become more integrated with the academic curriculum in order to offer college-bound students credits for college. It also suggested marketing the vocational curriculum to mothers. (KC)

ED 305 446 CE 052 153
Education for Employment Update. Quarterly Newsletter. Dane County Schools. Summer 1988-Spring 1989.
Dane County Schools, Madison, WI.
Pub Date—89
Note—20p.
Journal Cit—Education for Employment Update Quarterly Newsletter; Sum 1988-Spr 1989
Pub Type— Collected Works - Serials (022) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Education, Career Exploration, Cooperative Programs, *Education Work Relationship, Elementary Secondary Education, *Employment Potential, *Job Skills, Outcomes of Education, *Parent Participation, Program Effectiveness, *School Business Relationship
Identifiers—*Dane County Schools WI
This packet contains four quarterly newsletters covering Summer 1988-Spring 1989, published by the Dane County, Wisconsin, Education for Employment project. The newsletters contain various articles about the Education for Employment project, including reports on successful school-business partnership programs and notices of upcoming employment-related inservice teacher education. The following topics are highlighted: tips to improve teaching; career exploration/job shadowing; modeling successful behavior; parents' role in Education for Employment; equity; the Personal Economics Program; and home-school problems and solutions. (KC)

ED 305 447 CE 052 154
Widening Horizons: A Guide to Organizing Field Trips for Adult Students. Final Report.
Lutheran Social Mission Society, Philadelphia, PA. Lutheran Settlement House.
Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic Education.
Report No.—FR-310-98-8016
Pub Date—30 Jun 88
Note—43p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adult Basic Education, *Adult Students, Community Resources, Experiential Learning, *Field Trips, Guidelines, *Learning Activities, *Program Development
Identifiers—310 Project
Based on a successful program for women conducted by Lutheran Settlement House in Philadelphia, this guide outlines step-by-step procedures for conducting educational field trips for students in adult basic education programs. The guide offers suggestions for identification of cultural, historical, and social resources that would provide valuable educational experiences for students. The manual contains suggestions and tips for organizing field trips and coordinating the trips with the classroom curriculum. Included is a model for involving students in the process of planning and organizing class field trips. Sample activities are provided as a guide for teachers developing educational materials to supplement the experiences. Ideas for raising the funds to finance field trips are presented, along with suggestions for overcoming typical obstacles that might arise. The final section contains student writings about their field trips and other subjects. (KC)

ED 305 448 CE 052 155
Joint Solutions to Substance Abuse: Public Sector Employee Assistance Programs.
State and Local Government Labor-Management Committee, Washington, DC.
Pub Date—[88]
Note—20p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adults, *Cooperative Programs, *Employee Assistance Programs, Employer Attitudes, *Employer Employee Relationship, *Government Employees, Labor Relations, Personnel Policy, *Program Effectiveness, *Substance Abuse
This short booklet is a joint expression by public sector labor and management that recognizes that

neither side has all the answers to the problems of employee substance abuse and that both share a common concern for a successful outcome. The booklet summarizes the dimension of substance abuse in today's workplace; and it tries to encourage public sector labor and management to consider employee assistance programs as a vehicle for dealing with this problem. The booklet defines terms and dispels myths; it reviews the history of employee assistance programs and relates it to the status quo; and it profiles the problem and proposes a solution. Finally, the pamphlet shows how the joint labor-management approach to employee assistance programs designed to combat substance abuse has met with considerable success. (Six references.) (KC)

ED 305 449 CE 052 156

Allen, Jeanne

Illiteracy in America: What To Do about It. Backgrounder No. 690.

Heritage Foundation, Washington, D.C.

Pub Date—10 Feb 89

Note—11p.

Available from—Heritage Foundation Publications Office, 214 Massachusetts Avenue, NE, Washington, DC 20002 ($2.00; over 10: 20 percent discount).

Pub Type— Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Literacy, *Back to Basics, Basic Skills, Community Involvement, *Educational Improvement, *Educational Policy, Elementary Secondary Education, Federal Government, *Government Role, *Illiteracy, *Literacy Education, Policy Formation, Public Policy, Skill Development

Countless reports have appeared during the past decade documenting the United States' failure to educate its citizens. These studies indicate that 27 million adult Americans have left school either unable to read and write, or unable to read sufficiently well to understand the most basic newspaper articles or official forms. These problems have prompted some groups to look to the federal government for solutions, especially increased funding. However, there is no evidence suggesting that additional federal spending is likely to solve or even reduce significantly the number of people lacking basic reading and writing skills. Instead, the way to win the war on illiteracy is to spur action by local communities, private organizations, and state and local governments. The federal government can best help these efforts by coordinating current federal programs, by creating a data bank listing successful local and volunteer efforts, and by keeping attention focused on the problem. In addition, a back-to-basics strategy is needed in the schools, with more emphasis on reading, writing, and mathematics skills. Temptations to increase "technology" education and vocational education should be resisted, and phonics should again be taught. Only when the issue is focused on local schools can the problem of illiteracy be solved. (KC)

ED 305 450 CE 052 157

Abrahamsson, Kenneth, Ed. And Others

Adults in the Academy. International Trends in Adult and Higher Education. A Selection of Papers from the International Conference: Serving the Adult Learner: New Roles and Changing Relationships of Adult and Higher Education (Stockholm, Sweden, May 20-22, 1987).

National Swedish Board of Education, Stockholm.; National Swedish Board of Universities and Colleges, Stockholm.; Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Report No.—ISBN-91-7662-496-X

Pub Date—88

Note—126p.; For a related document, see CE 052 158.

Available from—Information Unit, Swedish National Board of Education, S-10642, Stockholm, Sweden (75 Swedish krone).

Pub Type— Collected Works - Proceedings (021) — Reports - Research (143) — Information Analyses (070)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Access to Education, *Adult Education, *Adults, *Educational Demand, Educational Needs, Educational Planning, Educational Supply, Educational Trends, Experiential Learning, Foreign Countries, *Higher Education, International Cooperation, Open Universities, *World Problems

These papers address the central objective of the conference: to create a better understanding of the societal determinants and educational response to increased demands from adults for greater access to education. The following papers in Part 1 outline some international trends relating to adults in higher education: "The New Policy Arena of Adult and Higher Education: Background to the Conference" (Maria Slowey); "The Context of Adult Participation in Higher Education: An Overview of the CERI/OECD-Centre for Educational Research and Innovation/Organisation for Economic Cooperation and Development-Project" (Hans Schutze); "The Changing Role of Higher Education in the United States" (Patricia Cross); and "Adults into Higher Education: Trends and Issues in the United Kingdom" (Chris Duke). Part 2 focuses on the organizational and structural change in the educational context by the "de-framing" of walls between formal and nonformal learning. The presentations include "An Industrialist's Perspective on Learning in a Changing Economy" (Oyvind Skard); "The Open University of the Netherlands" (G. van Enckevort, G. J. Leibbrandt); "Open Learning Networks-A Case Example" (Glen Farrell); and "The Assessment of Prior Experiential Learning and Higher Education-Some Anglo-American Comparisons" (Norman Evans). Part 3 discusses the tension between planning initiatives and market forces in the increasing demand of adults in higher education. Papers are "Continuing Education-An Analysis of Market Forces and Latent Functions" (Martin Trow); "The Educational Planning Paradox: Organizational Structures vs. Genuine Learning Settings" (Urban Dahllof); and "Adult Demand and Educational Policies. Concluding Comments" (Kjell Rubenson). (YLB)

ED 305 451 CE 052 158

Abrahamsson, Kenneth, Ed.

Implementing Recurrent Education in Sweden: On Reform Strategies of Swedish Adult and Higher Education. A Selection of Papers from the International Conference: Serving the Adult Learner: New Roles and Changing Relationships of Adult and Higher Education (Stockholm, Sweden, May 20-22, 1987).

National Swedish Board of Education, Stockholm.; National Swedish Board of Universities and Colleges, Stockholm.; Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Report No.—ISBN-91-7662-434-X

Pub Date—88

Note—170p.; For a related document, see CE 052 157.

Available from—Information Unit, Swedish National Board of Education, S-10642, Stockholm, Sweden.

Pub Type— Collected Works - Proceedings (021) — Reports - Research (143) — Information Analyses (070)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Adult Education, Adult Students, Continuing Education, Developed Nations, *Educational Change, Foreign Countries, *Higher Education, *Lifelong Learning, *Student Financial Aid

Identifiers—*Sweden

These 15 papers address the creation of second-chance routes for adults; patterns of study finance; experiences and life-studies of adult learners; and an evaluation of the reform of higher education in Sweden. Presentations include "To Put New Wine into Old Bottles: The Swedish Reform of Higher Education as a Modernized Form of University-Extension Movement" (Kenneth Abrahamsson); "The Identity of Municipal Adult Education" (Robert Hoeghielm); "The Assessment of Knowledge and Skills of Adults in Swedish Higher Education" (Ingemar Wedman, Lennart Linell); "Financial Study Assistance for Adults-Is That a Key Issue?" (Olof Lundquist); "Financial Aid and Higher Education" (Allan Svensson); "Some Figures and Comments on Study Assistance in Sweden" (Gabriella Hansson); "Swedish Educational Reforms-Women's Life Stories-What Can They Tell about a Rational Reform Era?" (Inga Elgqvist-Saltzman); "Who Cares about Adult Students in Swedish Higher Education?" (Mona Bessman); "Risk and Renewal in Academia-On the Challenge of Blue- and White-Collar Workers in Higher Education" (Mona Bessman, Jan Holmer); "Recurrent Education and the Occupational Career" (Albert Tuijnman); "Recurrent Education in Sweden-Obsolete Policy Concept or Guideline for the Future?" (Kenneth Abrahamsson, Mats Myrberg, Kjell Rubenson); "Evaluating the Reform of Higher Education in a Regional Context-The View from a Rector's Desk" (Ola Roman); "Corporate Classrooms or Free Academies?-A Look at Future Adult Higher Education in Sweden" (Kenneth Abrahamsson); "Adult and Higher Education in Transition-Some Reflections on Policies, Problems, and Practices" (Kenneth Abrahamsson); and "Some Statistics on Adult Studies and Recurrent Education Patterns in Swedish Post-Compulsory Education" (Kenneth Abrahamsson). (YLB)

ED 305 452 CE 052 159

Continuing Education: From Policies to Practice. A Report on the Future Development of a System of Continuing Education for Adults in England and Wales.

Advisory Council for Adult and Continuing Education, Leicester (England).

Report No.—ISBN-0-906436-14-1

Pub Date—82

Note—225p.; Reprint 1985.

Available from—National Institute of Adult Continuing Education, 19B De Montfort Street, Leicester LE1 7GE, England (3.60 pounds).

Pub Type— Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Access to Education, Adult Education, *Continuing Education, *Educational Development, *Educational Planning, Educational Policy, Foreign Countries, Futures (of Society), Postsecondary Education, Student Financial Aid

Identifiers—*England, *Wales

This report offers an achievable vision of a future system of continuing education for adults in England and Wales in chapter 1. Chapter 2 argues that economic, technological, social, and personal pressures make an unanswerable case for the comprehensive provision of continuing opportunities for the education of adults. Chapter 3 briefly surveys the patterns of provision of education and training opportunities in England and Wales and shows that many adults now are undereducated to meet the demands already being made on them. Chapter 4 surveys the main barriers to access for different types of learners and suggests ways in which the existing provision could be made available to more people. In the next four chapters, the best ways to develop continuing education in the the 1980s and 1990s are examined. Discussion focuses on information, advisory, and counseling services; ways in and through the education system; accessibility of institutions; and new patterns of learning. Chapters 9 and 10 consider alternative systems and proposed improvements to the existing financial support system and ways of extending entitlements to educational leave. Chapter 11 discusses staffing and training and chapter 12, educational legislation. The final chapter briefly summarizes the case for the creation of a comprehensive system of continuing education and sets out the main lines of action recommended and a broad timetable for their implementation. (YLB)

ED 305 453 CE 052 160

Cummins, John And Others

Adult Learning Strategies and Approaches (ALSA). Resources for Teachers of Adults. A Handbook of Practical Advice on Audio-Visual Aids and Educational Technology for Tutors and Organisers.

National Inst. of Adult Continuing Education, Leicester (England).

Report No.—ISBN-0-900559-60-8

Pub Date—87

Note—67p.

Available from—National Institute of Adult Continuing Education, 19B De Montfort Street, Leicester LE1 7GE, England (4.50 pounds).

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adult Education, Adult Learning, Audio Equipment, *Audiovisual Aids, Computer Assisted Instruction, *Educational Resources, *Educational Technology, Foreign Countries, Instructional Materials, Projection Equipment, Reprography, Resource Materials, *Teaching Methods, Videotape Recorders, Videotape Recordings, Visual Aids

This handbook is part of a British series of publications written for part-time tutors, volunteers, organizers, and trainers in the adult continuing

education and training sectors. It offers practical advice on audiovisual aids and educational technology for tutors and organizers. The first chapter discusses how one learns. Chapter 2 addresses how to become conversant with the wide variety of resources available, course design, and design and development of instructional materials. Chapter 3 looks at ways to present graphic material to the class. It considers basic lettering and drawing techniques and concentrates on the more traditional and commonly used visual aids–chalkboards and pinboards, charts and posters, and materials prepared for display in other forms. Chapter 4 on reprographics discusses ways of producing multiple copies. Chapter 5 on projection focuses on enlarging the material. Overhead projectors, slide projectors, film strip projectors, episcopes, and cine film projectors are covered. Recorded sound is the focus of Chapter 6. Chapter 7 is a guide to using video in the classroom and discusses film making. Chapter 8 offers pointers on computer-assisted learning. Sources of additional information are provided. A note of caution in the use of audiovisual aids is given in chapter 9. Chapter 10 lists further reading resources and useful addresses. (YLB)

ED 305 454 CE 052 161
National Vocational Qualifications. Initial Criteria and Guidelines for Staff Development with Specific Reference to Further and Higher Education.
Further Education Unit, London (England).; National Council for Vocational Qualifications, London (England).
Report No.—ISBN-1-85338-088-1
Pub Date—Oct 88
Note—21p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Foreign Countries, *Guidelines, *In-service Teacher Education, Postsecondary Education, *Professional Development, *Qualifications, *Vocational Education Teachers
Identifiers—*National Vocational Qualifications (England)
This booklet contains criteria and guidelines designed primarily for those who are involved in funding, planning, or implementing staff training and development in relation to National Vocational Qualifications (NVQs) in England. It was produced in consultation with a working group composed of representatives from the Department of Education and Science, the Training Agency of the Department of Employment, the Further Education Unit (FEU), and the National Council for Vocational Qualifications (NCVQ). The booklet describes criteria for staff development programs, including targeting, integration of general staff development, timing, and objectives. Guidelines on implementation and funding are provided, along with a call to put the plan into action. Appendixes list sources of funding for staff development, the NCVQ/FEU information and guidance network, and sources of further information. (KC)

ED 305 455 CE 052 163
PSI Office Opportunities Model Curriculum for Secondary Business Education.
Professional Secretaries International, Kansas City, MO.
Pub Date—89
Note—83p.
Available from—South-Western Publishing Co., School Division, 5101 Madison Road, Cincinnati, OH 45227.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Accounting, Behavioral Objectives, Business Administration, Business Communication, *Business Education, *Clerical Workers, Computer Oriented Programs, Cooperative Education, Course Content, Course Descriptions, Curriculum Guides, Data Processing, Economics, Keyboarding (Data Entry), Models, *Office Automation, Office Machines, *Office Occupations, Office Occupations Education, Office Practice, Programing, Secondary Education, Secretaries, Word Processing, Work Experience Programs
This guide proposes a model for a comprehensive curriculum for secondary business education with a number of program options. A list of the complete course offerings indicates the courses required or recommended for all students choosing business as an area of study. A listing of prerequisite courses follows. The purpose and student populations for which Levels I, II, and III of the Office Administration Sequence were designed are described. A suggestion is made for the sequence of courses for students aspiring to particular careers: secretarial/clerical, accounting, business management, and college-bound. Course descriptions are provided for the following courses: abbreviated writing; accounting I and II; advanced computer applications; business–introduction and analysis; business communication; business law; business math; business management; computer concepts/applications; computer mathematics/programming; cooperative work experience; document processing; electronic office; introduction to business and business occupations; keyboarding; macroeconomics; microeconomics; office procedures; and word/information processing. Each description lists prerequisite; recommended placement; recommended course length; course objectives; course description; and content outline. Course descriptions for desktop publishing, integrated office systems, and machine transcription are appended. (YLB)

ED 305 456 CE 052 166
Especially for Women. Programs and Services Offered by School Boards.
Canadian Education Association, Toronto (Ontario).
Report No.—ISBN-0-920315-26-7
Pub Date—88
Note—43p.
Available from—Canadian Education Association, 252 Bloor Street West, Suite 8-200, Toronto, Ontario M5S 1V5 ($5.00).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adult Education, *Affirmative Action, *Board of Education Role, *Boards of Education, Developed Nations, Displaced Homemakers, Early Parenthood, Employment Practices, Employment Programs, Equal Opportunities (Jobs), Females, Foreign Countries, Job Training, Pregnancy, Secondary Education, *Sex Fairness, *Staff Development, Vocational Education, *Womens Education
Identifiers—*Canada
This report describes programs and services school boards offer to women employees or women in the community. A special focus is innovative, nontraditional courses and services. The first section discusses offerings for school board staff. An overview of affirmative action/employment equity programs addresses their objectives and describes programs in place in various cities and regions of Canada. Next, focus shifts to the professional development activities aimed at informing, encouraging, and supporting women employees to apply for positions of added responsibility. Programs that address these topics are discussed: leadership potential, interview skills, sex equity, feminism awareness, attitudes, sex stereotypes and sex fairness. The second section considers programs for women in the community. Programs that address five areas of concern are described: changing attitudes; striving to better oneself; courses for teenage and older mothers and child care and parenting programs; joining the work force–reentry and employment programs; and interest courses and resources for women. Names and addresses of resource persons are appended. (YLB)

ED 305 457 CE 052 167
Johnson, Oliver
Adult Functional Literacy in the South: Program Responses and a Proposal for a Regional Approach. SGPB Alert. Analysis of Emerging Issues. No. 25.
Southern Growth Policies Board, Research Triangle Park, N.C.
Pub Date—Nov 88
Note—14p.
Available from—Southern Growth Policies Board, 5001 South Miami Blvd., P.O. Box 12293, Research Triangle Park, NC 27709 ($3.00).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Basic Education, Adult Literacy, *Economic Development, *Functional Literacy, *Labor Force Development, *Regional Cooperation, Regional Planning, *Regional Programs
Identifiers—*United States (South)
An educated, skilled, flexible work force will be the key to southern economic development. The South must have workers better equipped to learn modern, ever-changing work skills. The lack of these skills prevents the region from achieving the productivity gains that it could otherwise accomplish. There is a growing interest on the part of policymakers throughout the South in attacking the problems of illiteracy and undereducation in the adult population. Nearly all the southern states have created some sort of coalition to coordinate various literacy efforts–sometimes in conjunction with state-financed education programs and sometimes as entirely separate entities. The creation of a regional strategy–including, perhaps, the establishment of a southern regional literacy center–could be a major step toward a comprehensive assault on functional illiteracy. (YLB)

ED 305 458 CE 052 172
Status of the NOICC/SOICC Network, June 30, 1988. NOICC Administrative Report No. 14.
National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.
Pub Date—Dec 88
Note—42p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Apprenticeships, *Career Development, *Career Education, *Delivery Systems, *Information Systems, *Occupational Information, Postsecondary Education, Program Effectiveness, Program Implementation, Secondary Education
Identifiers—Career Information Systems, *National Occupational Information Coordinating Com, *State Occupational Information Coordinating Comm
This document is the ninth annual report of the National Occupational Information Coordinating Committee (NOICC) and its network of State Occupational Information Coordinating Committees (SOICCs). The report highlights the initiatives, activities, and accomplishments of the NOICC/SOICC Network during program year July 1, 1987 to June 30, 1988. It also reports on the status of state occupational and career information delivery systems in mid-1988 and highlights some of the outstanding occupational and career information projects initiated by State Occupational Information Coordinating Committees. Some of the accomplishments of the year were as follows: (1) new programs that enhance the use of occupational information in career development and by state planners and administrators of educational and employment-related programs were begun; (2) a new prototype multistate occupational information system that is designed to help meet the need for regional occupational information in those parts of the country where labor market areas cross state lines is in the works; (3) a project to develop a national occupational information system for the United States Army has been launched; (4) the National Career Development Guidelines project has been expanded, providing training sessions and laying the groundwork for the publication of guidelines for career guidance and counseling programs; and (5) outreach to apprenticeship programs was begun. (KC)

ED 305 459 CE 052 173
Mavis, Brian
Family Employability Development Plan. Evaluation Summary of the Second Year of the Pilot Program (Program Evaluation for 1987-88).
Spons Agency—Michigan State Dept. of Education, Lansing. Adult Extended Learning Services.
Pub Date—Oct 88
Note—60p.; For a related document, see CE 052 174.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adults, Career Education, Demonstration Programs, Economically Disadvantaged, *Employment Potential, *Family Programs, *Federal Aid, Federal Legislation, Job Skills, Program Development, Program Evaluation, *Program Implementation, *State Programs, *Welfare Recipients, Welfare Services
Identifiers—*Job Training Partnership Act 1982
The goal of the second year of the Family Employability Development Plan (FEDP) was to increase the number of sites participating in the project implementation. FEDP was developed as part of the Job Training and Partnership Act (JTPA) 8% State Plan. Its major focus was to provide a coordinated service effort for families in Michigan who were dependent on public assistance in an effort to promote the economic independence of the families. Ten new sites implemented the model during the second year. Program providers had little

difficulty in recruiting participants. Facilitators identified existing assets and barriers to employment for the family unit. Barriers were characteristic of hard-to-serve families. Each model that was implemented contained these key components: family identification and recruitment, assessment of family and individual attributes, family problem-solving and goal setting, case conferences with other service agencies, meetings with the family to monitor progress, and follow-up. FEDP facilitators engaged in these types of activities: direct contact, advocacy, administration, family intervention, in-home visits, counseling, and family interviews. Outcomes included completion of various levels of education and training programs, increased employment, and greater self-esteem for individuals and families. (Instruments and findings are appended.) (YLB)

ED 305 460 CE 052 174
Family Employability Development Plan.
Michigan State Dept. of Education, Lansing. Adult Extended Learning Services.
Pub Date—Oct 88
Note—40p.; For a related document, see CE 052 173.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adult Basic Education, Economically Disadvantaged, *Employment Potential, *Family Programs, High School Equivalency Programs, *Job Skills, Job Training, *Motivation, Outcomes of Education, Pilot Projects, Postsecondary Education, Program Effectiveness, State Programs, *Welfare Recipients, *Welfare Services
Identifiers—*Family Employability Development Plan
In the Family Employability Development Plan (FEDP) process, a facilitator works with the family to help its members acquire the skills to develop their own plan for economic independence. The facilitator helps coordinate the interagency effort and helps the family become empowered to carry out its own plan. Carried out as a pilot project in 13 sites in Michigan, the plan has five steps: inviting families to participate; assessment/advocacy/immediate concerns; development of short- and long-term goals; implementing the long-term plan; and follow-up/ongoing evaluation. After two years (1986-1988), 64 of the initial 124 families who participated in the project were off public assistance (52%); 39 percent of the families were in training; 6 percent of the families were working and receiving reduced aid; and 3 percent of the families were in FEDP counseling only. A total of 411 persons was served, with a positive impact rate of 95 percent. About half of the families were headed by a single head of household, and most had several barriers to employment, such as lack of training, poor education, and lack of child care. The program aimed to address these needs on a case-by-case basis. Full-scale implementation of the program was recommended if its uniqueness can be preserved in a large-scale program. (Forms used in the project are appended.) (KC)

ED 305 461 CE 052 179
Wolter, Heidi And Others
Keewatin Region Educational Authority Pilot Education Project: Computer-Assisted Learning. Preliminary Final Report.
Pub Date—May 89
Note—8p.; Paper presented at the Canadian Symposium on Instructional Technology (6th, Halifax, Nova Scotia, May 3-5, 1989). For a related document, see ED 298 297.
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, Adult Education, *Computer Assisted Instruction, Developed Nations, *Employment Potential, *Eskimos, Foreign Countries, Job Training, Nontraditional Students, Program Implementation, Rural Areas, School Holding Power, Student Attitudes, Student Attrition, Teacher Attitudes, *Unemployment
Identifiers—Northwest Territories
A project was conducted to improve and expand academic upgrading, job readiness, and special skill training for adults in the Keewatin Region through the implementation of computer-assisted learning (CAL). It was intended as a response to the special needs of unemployed Inuit who were not reached in the past by traditional training programs and methods. The presence of CAL increased the numbers of students in programs, resulted in better student retention rates, and caused more registrations by employed persons in special work-related CAL courses. Improved student work attitudes were attributed to some degree to CAL. Acquisition of greater academic skills and credentials was regarded as prima facie evidence of greater employability. Interviews and questionnaires administered to students and staff indicated strong support for CAL as a component of upgrading, as a tool for enhancing computer literacy, and for specialized applications. Both adult educators and students identified needs for courseware development. The project was evaluated as being a successful example of the use of technology to overcome barriers to access for adults learning in Canada's remote areas. (YLB)

ED 305 462 CE 052 180
Cunningham, Phyllis, Ed. Ohliger, John, Ed.
Radical Thinking in Adult Education. Occasional Paper No. 1.
Syracuse Univ., N.Y.
Spons Agency—Kellogg Foundation, Battle Creek, Mich.
Pub Date—Feb 89
Note—89p.; Papers from a course on Radical Thinking in Adult Education, Summer 1987.
Available from—Syracuse University Kellogg Project, 113 Euclid Avenue, Syracuse, NY 13244-4460 ($10.25; 2 or more copies: 10 percent discount).
Pub Type— Collected Works - General (020) — Reports - Research (143) — Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Activism, *Adult Education, *Change Agents, Civil Rights, *Educational Change, *Educational History, Educational Research, Females, *Feminism, Revolution, Social Action, *Social Change
Identifiers—*Center for the Study of Liberal Educ for Adults MA, Freire (Paulo), Hansl (Eva vom Baur), May (Samuel Joseph), Mills (C Wright), Syracuse Univ Resources for Educators of Adults NY
These five papers represent original research on various issues important to the field of adult education that draws on Syracuse University's collection of adult education materials. "Back to the Future with C. Wright Mills and the Center for the Study of Liberal Education for Adults" (Ollie Owen) provides background on Mills, the Center, and the situation in which they interacted. "Adult Education and Feminist Theory: Radical Thinking in Adult Education" (Jane Hugo) traces Hugo's personal history of involvement in feminist thought, outlines feminist theory, and explores the problems of implementing that theory in adult education work and in the graduate study of the field. "On the Idea of an Emancipatory Pedagogy" (Brent Snow) examines feminist theory, the approaches of Freireans, and the approaches of human potential activists. "Eva vom Baur Hansl: Brain-Ideas vs. Life-Ideas" (Bernita Bowen) discusses the extensive materials in the Hansl collection that provide primary source material for anyone interested in tracing the dilemma of women in the shifting roles, ideologies, and attitudes of the 20th century. "The Just Demands of the Other: An Introduction to Samuel Joseph May" (Irene Baros-Johnson) presents the life of the 19th-century Unitarian minister who was seminally active in civil rights, women's rights, and peace. (YLB)

ED 305 463 CE 052 181
Florini, Barbara M.
Computer Conferencing: A Technology for Adult Education. Technical Report No. 1.
Syracuse Univ., N.Y.
Spons Agency—Kellogg Foundation, Battle Creek, Mich.
Pub Date—Feb 89
Note—23p.
Available from—Syracuse University Kellogg Project, 113 Euclid Avenue, Syracuse, NY 13244-4460 ($4.95; 2 or more copies: 10 percent discount).
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Adult Education, Computers, *Computer Uses in Education, Educational Development, *Educational Technology, Instructional Materials, Material Development, Teaching Methods, Technological Advancement, *Teleconferencing
Computer conferencing is a promising technology for use in adult education because it eliminates time and geography as barriers to learning for adults. A growing body of evidence indicates that the technology is a suitable means for delivering instruction, although a number of questions remain as to the optimum circumstances for its use. For example, use of computer conferencing has institutional repercussions, such as mere inertia, policy issues, financial issues, cost-benefit ratios, and governmental regulations. Faculty, students, and support staff involved with the technology are also affected. Faculty must alter teaching approaches and reconsider student learning. Students must accommodate themselves to the new format and face the demands of investment in hardware and software. Selection of computer conferencing also raises questions related to instructional design. Points for consideration include the fundamentally asynchronous communication of computer conferencing and the nature of computer screens. The introduction of computer conferencing for instructional purposes places new demands on faculty who need to be conversant with the fundamentals of the computer operating system, learn to use the software, and prepare instruction consistent with its characteristics. Research is needed in the areas of the institution, participants, teaching and learning, and the process. (YLB)

ED 305 464 CE 052 182
Jacobs, Ronald L. And Others
Effects of Feedback for Training and Development: Selected Research Abstracts. Training and Development Research Report.
Ohio State Univ., Columbus. Coll. of Education.
Spons Agency—Honda of America Mfg., Inc., Marysville, OH. Associate Development Center.
Pub Date—Feb 88
Note—35p.
Pub Type— Reports - Research (143) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Abstracts, Adult Education, *Feedback, *Interpersonal Communication, Job Performance, *Job Training, Motivation, *Reinforcement, Research Reports, *Staff Development, *Supervisory Methods
This report presents 23 research abstracts that investigate the effects of feedback on job performance. A narrative that precedes the abstracts lists generalizations and conclusions that are representative of the studies presented in the report. It concludes that the studies reviewed confirm that feedback improves the performance of subordinates. The suggestion is made that providing interpersonal communication skills to supervisors and managers should be highly valued, but only if those skills involve how to recognize feedback opportunities and how to deliver feedback to subordinates. The following generalizations are made: some feedback is always available to employees in the work setting; feedback promotes more efficient acquisition of new job tasks; feedback affects motivation; the more specific the feedback, the more rapid the improvement and the higher the level of performance; the longer the delay in giving feedback, the less effect the feedback has on performance; when feedback is decreased, performance level drops; and when feedback is removed, those who maintain their performance probably have developed some substitute source of feedback. The research abstracts are arranged in this format: author(s), year, title, source (publication or journal) and volume number, and pagination; purpose; participants; method; results; and discussion. (YLB)

ED 305 465 CE 052 183
Jacobs, Ronald L. Aron, Robert D.
Computer-Based Text Management To Facilitate the Analysis of Qualitative Data. Training and Development Research Report.
Ohio State Univ., Columbus. Coll. of Education.
Spons Agency—Honda of America Mfg., Inc., Marysville, OH. Associate Development Center.
Pub Date—Oct 87
Note—24p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Computer Software, *Data Analysis, *Educational Research, Evaluation Methods, *Qualitative Research, Research Methodology, *Word Processing
Identifiers—*Text Management

As educators become more interested in the use of qualitative methods, a major concern is the management of the large amounts of textual data during analysis. The efficiency and possibly the effectiveness of manual systems, i.e., color-coded index cards and wall-mounted systems, are reduced as the amount of textual data increases. An emerging family of text management programs, such as ASKSAM (Access Stored Knowledge via Symbolic Access Method), may help address this concern by automating aspects of the analysis and, thus, facilitating the process. A case study example that compared results achieved through the use of ASKSAM and through a file card analysis indicated that the data analyzed via the computerized approach yielded essentially the same result as had previously been obtained through the traditional analytic approach. These results suggest that the use of a computer-based text management program can increase the efficiency of the data analysis process without significantly altering the interpretations made from the data. (YLB)

ED 305 466 CE 052 184
College Companies and Commercial Activities.
Further Education Unit, London (England).
Pub Date—Dec 88
Note—7p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Business, *Colleges, *Curriculum Development, Feasibility Studies, Foreign Countries, Higher Education, *Staff Development
Identifiers—*Corporations, Great Britain

A feasibility study determined the number and scope of existing college companies set up by permission of the Commercial Activities in Further Education Act in Great Britain. A sample of six colleges was studied; managing directors of the six companies took part in semistructured interviews to explore some issues in greater depth. The advantages of using a company structure were in the ability of a company to raise capital and its greater financial independence from local education authorities. The companies surveyed were evenly divided between those limited by shares and those by guarantee. Company policy was determined by a board of directors. College company business could be divided into five main types: the delivery of Training Agency-funded services; design and delivery of training programs; production of goods; provision of consultancy services; and provision of a range of other services. Although all colleges identified disadvantages in setting up a company, none regretted the move. The general trend of all college companies was to encourage an expansion and extension of existing activities. As a result of the college companies, staff development had been necessary at a number of levels and a number of changes in the curriculum were accelerated. Colleges had benefited from the companies; profit earning was not a central concern. (YLB)

ED 305 467 CE 052 186
Hunter, Joan
Preparing a Resume: A Learning Activity for Ninth Grade Students in Introduction to Occupations.
Pub Date—18 May 88
Note—179p.; Master's Thesis, New York Institute of Technology.
Pub Type— Dissertations/Theses - Masters Theses (042) — Guides - Classroom - Learner (051)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Career Development, *Career Education, Course Content, Grade 9, Job Search Methods, Junior High Schools, *Learning Activities, *Material Development, *Programed Instructional Materials, *Resumes (Personal), Teaching Methods

This study examines the analysis, design, development, implementation, and evaluation of an instructional development project addressing resume writing. The project produced a learning activity package (LAP) that guides ninth-grade students through the steps necessary to write a complete resume. The LAP was organized by the main sections placed in the order that most positively reflects the achievements of a ninth grader. Formative evaluation techniques were used to perfect the LAP. The result was learning material that was successfully used with the target population. The LAP appended to this report contains information in a self-paced programmed format that leads students through the steps of writing a resume, including self-evaluation exercises, fill-in questions, checklists, and pretests and posttests. A three-page bibliography is provided. (KC)

ED 305 468 CE 052 187
Mason, James
Fireguard Training for Hotel Employees: Sprinkler Module.
Pub Date—1 Jun 88
Note—153p.; Master's thesis, New York Institute of Technology.
Pub Type— Dissertations/Theses - Masters Theses (042) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Course Content, Curriculum Development, *Fire Fighters, *Fire Science Education, Hospitality Occupations, *Hotels, *Instructional Materials, *Job Training, Learning Activities, Learning Modules, *Material Development, Postsecondary Education, Teaching Methods, Transparencies
Identifiers—New York (New York), *Sprinkler Systems

This thesis examines the analysis, design, development, implementation, and evaluation of an instructional development project addressing hotel fireguards. Systematic techniques were applied to produce a session to train the appropriate hotel employees to qualify as fireguards. The portion of training represented in this report is the sprinkler module. Formative development techniques refined the session contents and produced encouraging results with members of the target population. The trainees were enabled to pass the standard examination administered by the City of New York. The appendices include content information to be taught, suggested teaching methods, pretests and posttests with answers, final tests, suggestions for trainees taking the fire guard examination, visuals for duplication/display, and a 21-item bibliography. (KC)

ED 305 469 CE 052 188
Seig, Timothy E.
A Job Aid Solution to the Need for Low Cost, Results Oriented Dental Laboratory Manufacturing Industry Training.
Pub Date—12 Jan 88
Note—62p.; Master's thesis, New York Institute of Technology.
Pub Type— Dissertations/Theses - Masters Theses (042)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adult Learning, Clerical Workers, *Cost Effectiveness, Industrial Education, Instructional Effectiveness, *Instructional Materials, *Manufacturing Industry, *Material Development, *On the Job Training, Outcomes of Education, Postsecondary Education, *Training Methods
Identifiers—*Job Aids

A thesis project was conducted to design, develop, implement, and evaluate a job aid used by shipping department employees in a dental laboratory. The job aid was developed in preference to training to solve the organization's performance problem. Task analysis was performed to identify the shipping clerks' duties. These tasks were stated in the form of goals. Instructional objectives were then written with entry behaviors defined. The instructional objectives were sequenced according to task relationships that eventually led to the instruction. The learning activity specification was produced depicting the proper selection, type, and size of dental product. After consideration of several types of job aids, a pocket aid or wallet card was tried. However, some clerks forgot to keep the cards in their wallets, resulting in confusion and increased training time. Therefore, in addition to the pocket cards, placards were located at the appropriate bins for various articles to be shipped. The job aid was developed and implemented smoothly, resulting in a documented performance improvement. Summative evaluation of the project shows that the job aid was not only cheaper than training ($125 versus $894), but resulted in annual savings of more than $50,000 to the organization. Appended are charts, diagrams, and checklists concerned with the project plan, task analysis, and job routine, as well as the developed job aids (pocket card and placard). (KC)

ED 305 470 CE 052 189
Hurst, Katherine
A Communication Skills Training Course for Trans World Airlines Flight Service Managers.
Pub Date—16 Aug 88
Note—214p.; Master's Thesis, New York Institute of Technology.
Pub Type— Dissertations/Theses - Masters Theses (042) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Adult Education, *Air Transportation, *Communication Skills, Course Content, Course Descriptions, Curriculum Development, *Hospitality Occupations, Instructional Materials, *Interpersonal Communication, *Staff Development, *Travel
Identifiers—*Airplane Flight Attendants

A project analyzed, designed, developed, implemented, and evaluated a training program that would enable Trans World Airlines flight service managers to develop effective communication skills. The instructional systems design process was used throughout. The analysis identified the need for communication training for the target population. Program design involved determination of learning objectives and tasks and planning of learning activities. The learning activity was developed using Gagne's nine instructional events. Three field trials were conducted during spring 1988. Formative and summative evaluations were conducted and resulted in some changes in the course. (Appended to the 81-page narrative are project materials, including information on the flight service manager training program, project planning outline, post learning questionnaire, and posttest. The three sets of instructional materials for the communications skills training course that were developed and revised are also provided. Contents of these sets include the objective, materials list, content outline, the instructional materials, role-playing materials, and masters for a situation sheet and observer checklist.) (YLB)

ED 305 471 CE 052 190
Flexible Workstyles: A Look at Contingent Labor. Conference Summary.
Women's Bureau (DOL), Washington, D.C.
Pub Date—88
Note—93p.; Proceedings of the conference "The Contingent Workplace: New Directions for Work in the Year 2000."
Pub Type— Collected Works - Proceedings (021) — Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Consultants, *Cost Effectiveness, *Employed Women, *Employer Employee Relationship, *Employment Patterns, *Employment Practices, Flexible Working Hours, Futures (of Society), Multiple Employment, *Part Time Employment, Policy Formation, Public Policy, Underemployment, Unions, Working Hours
Identifiers—*Temporary Employment

This report summarizes the presentations and discussions at a conference on contingent labor sponsored by the U.S. Department of Labor. The first two sections are introductory: (1) "Introduction to the Role of Contingent Labor" (Kathleen Christensen, Mary Murphree); and (2) "Between Now and the Year 2000: A Glimpse of the Workplace" (Jill Houghton Emery). These sections are followed by five sections that cover the following topics: (1) The Big Picture of Contingent Workers–"Understanding the Data on Part-Time and Temporary Employment" (Thomas J. Plewes); and "Historical Perspectives on Part-Time and Temporary Workers" (Joyce L. Kornbluh); (2) Forces Driving Contingent Work–"International Competition: Its Impact on Employment" (Roberta V. McKay); "Office Automation Technology and Contingent Work Modes" (Vary T. Coates); and "Production Organization and Worktime: The Emergence of a Contingent Labor Market" (Susan Christopherson); (3) Variants of Contingent Work–"Part-Time Employment: Crosscurrents of Change" (Helen Axel); "The Temporary Help Industry: Filling the Needs of Workers and Business" (Sharon Canter); "Temporary Help Is Becoming a Permanent Solution" (Anne H. Nelson); "Independent Contracting" (Kathleen Christensen); and "Employee Leasing" (Jeff S. Day); (4) Some Implications and Consequences of Contingent Work–"Shifts in Labor Market Structure and Patterns of Occupational Training" (Marcia Freedman); "Union Responses to Contingent Work: Are Win-Win Outcomes Possible?" (Eileen Appelbaum, Judith Gregory); and "Women's Labor Force Attachment: Rise of Contingent Work" (Kathleen Christensen); and (5) Conclusions–Issues for Research, Public Debate, and Policy Action. A list of conference participants is included in the report. (KC)

ED 305 472 CE 052 194

Community Education: A Guide for State Initiatives.
Council of Chief State School Officers, Washington, D.C.
Spons Agency—Mott (C.S.) Foundation, Flint, Mich.
Pub Date—Apr 89
Note—33p.
Available from—Council of Chief State School Officers, 400 North Capitol Street, NW, Suite 379, Washington, DC 20001.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adult Basic Education, Adult Education, Adult Programs, *Community Cooperation, *Community Education, *Community Programs, *Educational Legislation, *Educational Planning, High School Equivalency Programs, Outcomes of Education, Postsecondary Education, Program Development, Program Implementation, State Programs, *Statewide Planning

Community education can be characterized as a flexible community process for addressing the community's educational needs; it is designed by local residents to meet local needs. This guide presents an overview of community education and offers some ideas for drafting and passing legislation for community education and beginning and carrying out community education programs. Following an introduction to the concept of community education, the guide is organized in seven sections. The sections provide the following information: (1) community education–what it is, what it does; (2) what does good community education legislation include? (3) a few important preconditions; (4) formulating a state plan; (5) characteristics of effective legislation; (6) elements of effective legislation; and (7) constructing the coalition to promote community education. Some examples of successful community education programs are provided throughout the text. (KC)

ED 305 473 **CE 052 195**
Employment in the Year 2000: A Candid Look at Our Future. Hearings before the Subcommittee on Investment, Jobs, and Prices of the Joint Economic Committee, Congress of the United States, One Hundredth Congress, Second Session (April 11, 12, 18, and 19, 1988).
Joint Economic Committee, Washington, D.C.
Report No.—Senate-Hrg-100-728
Pub Date—Apr 88
Note—452p.
Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)
EDRS Price - MF01/PC19 Plus Postage.
Descriptors—Demography, *Educational Needs, Elementary Secondary Education, Employees, *Employment Potential, *Employment Projections, Females, *Futures (of Society), Hearings, Illiteracy, Inservice Education, Job Skills, Job Training, Labor Market, *Labor Needs, Minority Groups, Unemployment
Identifiers—Congress 100th

This document reports the oral and written testimony of a large number of witnesses who testified at Congressional hearings in April 1988 on the topic of employment by the year 2000. The four days of hearings were convened to assess the nation's ability to respond adequately to the changes in domestic labor markets, projected employment opportunities, increased international trade competition, and projected skill deficits in the labor force through the year 2000. The testimony showed that this nation must use its collective resources to invest in the technical competency and intellectual capacity of its people. Economists, labor industry experts, academicians, local government officials, and representatives from varied public interest groups had one principal concern: that the employment prospects of a large share of the future labor force are seriously threatened with too few and inadequate training opportunities, a decline in low-skilled jobs, illiteracy, criminal activity, drugs, and a growing underclass. Testimony showed that by the year 2000, the pool of potential workers will be mostly composed of persons who lack basic job readiness skills and meaningful commitments to the labor force. Finally, according to the witnesses, the United States will face an unprecedented socioeconomic challenge. The country must enable itself to step forward toward the cutting edge of technological and economic change. It can do that only with sound investments in education and training. (KC)

ED 305 474 **CE 052 197**
Developing a Skilled and Educated Workforce through Regional Planning. Status Report of Projects Sponsored by the Texas Department of Commerce, the Texas Higher Education Coordinating Board, and the Texas Education Agency.
Texas Education Agency, Austin.
Report No.—TEA-PS-311-01
Pub Date—16 Nov 88
Note—22p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Economic Development, *Educational Needs, *Educational Planning, *Labor Needs, Postsecondary Education, *Regional Planning, Regional Programs, *School Business Relationship, Secondary Education, Statewide Planning, Vocational Education
Identifiers—*Texas

As a result of a call by Texas agencies for demonstration programs in regional planning to assist economic development by educating the work force, three models were funded in December 1987, with plans to continue operating through June 30, 1989. One of the projects is being conducted by the Upper Rio Grande Private Industry Council in El Paso for six counties. A second project is being jointly conducted by the Region 20 Education Service Center and the Alamo Private Industry Council in San Antonio for three counties. A third project is being conducted by Northeast Texas Community College in Mount Pleasant for nine counties, and a fourth project is being voluntarily conducted by Interlink in the Dallas-Fort Worth area. The sponsoring state agencies learned from these projects that there are three essential prerequisites for successful regional planning: (1) planning regions must be based upon labor market boundaries, and each region must develop a system to collect and analyze occupational supply and demand data; (2) regional planning committees must be representative of a wide spectrum of public and private interests, must have adequate time, and must have staff support; and (3) occupational education and training programs should be based upon current and projected job openings in the labor market. The study concluded that regional planning activities should be designed to build a partnership between education, business, and industry that is based upon their mutual need to train a skilled and educated work force for current and emerging occupations. A map and a list of project directors are appended. (KC)

ED 305 475 **CE 052 198**
Agriculture: Land and Life. Junior High School Teacher Resource Manual.
Alberta Dept. of Education, Edmonton.
Pub Date—89
Note—181p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Agricultural Education, *Agricultural Production, Classroom Techniques, *Course Content, *Course Organization, Educational Planning, Educational Resources, Experiential Learning, Foreign Countries, Junior High Schools, Learning Activities, *Natural Resources, State Curriculum Guides, Teaching Methods, Technology, Vocational Education
Identifiers—*Alberta

This curriculum guide outlines a 3-year sequence of complementary courses designed to provide students (especially in Alberta, Canada) with a broad awareness of the economic, social, and scientific realities of the agricultural enterprise. Information is presented in context, through hands-on activity, through experimentation, and through examination of current agricultural practices. The guide is organized in seven chapters. Chapter 1 introduces the program and provides information on program rationale and philosophy, goals, organization, and planning considerations. Chapters 2 through 4 outline each of the three years' programs, covering three themes (production, processing, and marketing; technology and research; resource management) and a survey topic (what is agriculture?). For each theme, a topic outline matches topics with suggested student activities and learning resources. Chapter 5 provides additional optional units. Chapter 6 provides an annotated listing of learning resources. Chapter 7 is an appendix that lists supplementary learning resources by source. (KC)

ED 305 476 **CE 052 199**
Gupta, Nina And Others
Exploratory Investigations of Pay-for-Knowledge Systems.
Arkansas Univ., Fayetteville.
Spons Agency—Bureau of Labor-Management Relations and Cooperative Programs (DOL), Washington, DC.
Report No.—BLMR-108
Pub Date—88
Contract—J-9-M-4-0100
Note—170p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Compensation (Remuneration), *Employer Employee Relationship, *Employment Patterns, *Employment Practices, Evaluation Methods, *Job Skills, Salaries, *Wages
Identifiers—*Pay for Knowledge Systems

A study was conducted to provide a scientific database about the prevalence, dynamics, and effectiveness of pay-for-knowledge plans. (Pay-for-knowledge is an innovative compensation system that bases salaries, not on particular job classifications, but rather on the repertoire of skills that an employee possesses.) A four-pronged research design was developed: (1) an extensive literature review; (2) interviews of a national probability sample of 154 corporate personnel officers; (3) a mail survey of 19 plants using pay-for-knowledge; and (4) analysis of employee attitudinal and behavioral data from three plants using pay-for-knowledge. The study found that pay-for-knowledge plans are in use in about 8 percent of major U.S. corporations, primarily in manufacturing industries. Although the plans vary widely, they are similar in terms of using pay-for-knowledge in conjunction with a team-based managerial approach, an emphasis on performance appraisals, skill rotation, the wage structure relative to local wage markets, and the kinds of employees covered. Among the major benefits of pay-for-knowledge are work force flexibility, employee development, and improved productivity, work force stability, employee attitudes and behaviors, and labor-management relationships. Some problems in logistics occur, with no effective ways yet developed to solve them. The study concluded that pay-for-knowledge plans will continue to be used and might become more widespread as more organizations learn about them. (Six-page reference list.) (KC)

ED 305 477 **CE 052 201**
Parjanen, Matti
Adult Studies for Status and Exclusiveness. ZIFF Papiere 74.
FernUniversitat, Hagen (West Germany). Zentrales Inst. fur Fernstudienforschung Arbeitsbereich.
Pub Date—Jan 89
Note—31p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—College Students, Educational Attitudes, Education Work Relationship, *Employment Qualifications, Foreign Countries, Higher Education, Open Universities, *Prestige, Social Class, *Social Status, Social Theories, *Status Need, *Student Attitudes, *Student Motivation
Identifiers—Exclusiveness Theory of Education, *Finland

A Finnish study sought to verify the "exclusiveness theory" of education developed by Randall Collins. The exclusiveness theory proposes that educational requirements and the educational levels required for employment continually increase, not in response to the actual requirements of jobs, but so that the professions can maintain exclusivity and social status by excluding those with lower levels of education. Education is seen as a means of continuing or bettering social class rank rather than as job preparation. In the study, a sample of 392 students from a population of 1,604 at a open university were administered a questionnaire, with a response rate of 74 percent. The questionnaire asked about students' reasons for obtaining higher education and about their perceptions of their social class. The study did not support the hypothesis that elevation of social status was a significant factor in students' reasons for studying at the university. (KC)

ED 305 478 **CE 052 202**
Eddy, David, Ed. Garb, Gill, Ed.
Towards a Fully Literate World.
World Education, Inc., Boston, MA.
Pub Date—89

Note—29p.; For a related issue, see ED 291 900.
Journal Cit—World Education Reports; n28 Spr 1989
Pub Type— Collected Works - Serials (022) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adult Basic Education, *Adult Literacy, Developed Nations, *Developing Nations, *Educational Needs, Foreign Countries, *Literacy Education, Primary Education, *Program Development, *Program Implementation
Identifiers—Bangladesh, Haiti, International Task Force on Literacy, Massachusetts, *Nongovernmental Organizations, Senegal, Young Literacy Professionals Institute

This issue, the second in a three-part series leading up to International Literacy Year in 1990, examines innovative mass efforts that reach out to the large numbers of people who have been bypassed by traditional approaches. The eight articles are the following: (1) "Towards an Agenda for Literacy" (H. S. Bhola) reports on developing an agenda for literacy promotion among nongovernmental organizations at a meeting of the International Task Force on Literacy; (2) "Mountain after Mountain" (Valerie Miller) draws out the lessons that Misyon Alfa, the national literacy program of the Catholic Church in Haiti, offers to other national-level nongovernmental efforts; (3) "Where There's a Will..." (Sonja Fagerberg-Diallo) looks at the literacy efforts of the Association for the Renaissance of Pulaar, a nongovernmental organization in Senegal; (4) "The Community Classroom" (Nacha Mallon) describes the writer's experience working with the Bangladesh Rural Advancement Committee to provide an alternative model of primary education; (5) "Dreams Come True" (Sondra Stein) explains the challenge facing adult literacy in the state of Massachusetts; (6) "The Service Center Approach" (Jim Hoxeng) examines how literacy service centers can help programs in areas as diverse as health, agriculture, and income generation; (7) a brief report describes the Young Literacy Professionals Institute; and (8) a message from Federico Mayor, the Director-General of Unesco, discusses the International Literacy Year. (KC)

ED 305 479 CE 052 205
Zuga, Karen F.
Influences of the Industrial Culture on a Partnership Program, Teachers, and Curriculum.
Pub Date—Mar 89
Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 1989).
Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cooperative Programs, Cultural Influences, Education Work Relationship, Futures (of Society), *Industrial Training, Postsecondary Education, Problems, *School Business Relationship, Secondary Education, *Teacher Influence
Identifiers—Minnesota, *Organizational Culture, *Partnerships in Education

As schools begin to form partnerships with industry, many of the differences in the cultural values of each institution have not been explored or considered within the partnership agreements. A lack of knowledge and preparation about cultural differences between the partners can lead to unintended consequences. As teachers begin to work in industry through school partnerships, such as the "Valued Instructional Program" in Minnesota, the strong residue of traditional industrial cultural values and the current upheaval caused by societal and economic forces acting upon industry may subtly influence their conceptions of and confusion about industrial goals, educational goals, and classroom practice. In preparing for partnerships, the history of industrial goals, management, and values should be considered. Such influences as Frederick Taylor's ideas about scientific management are pervasive, and new influences such as a focus on external competition, deregulation, and new technology are also active in the industrial culture. Teachers going into industry as industrial trainers for the first time may be influenced by the pay scales and treatment, not realizing that for industrialists, they are a supply of cheap labor. Teachers returning to the classroom may dispense with teaching the "nice to know" in order to facilitate a fit between students and industry, at the expense of students' personal development. Although educators and industrialists have a great deal to learn from each other in solving the problems of industry and education, they must be sure that the exchange is really beneficial to all –teachers, industrialists, and students. (26 references) (KC)

ED 305 480 CE 052 206
Brandsma, Jittie And Others
Adapting Vocational Curricula to Changes in Business and Industry: A Comparative Analysis of Three Cases.
Pub Date—Dec 88
Note—29p.; Paper presented at the American Vocational Association Convention (St. Louis, MO, December 2-6, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Case Studies, *Competence, Conferences, *Curriculum Development, Delphi Technique, *Educational Research, Foreign Countries, Occupational Information, Postsecondary Education, *Research Methodology, Research Problems, *Task Analysis, Vocational Education

A comparative analysis was made in the Netherlands of three projects aimed at answering the following research questions: (1) what are the backgrounds and characteristics of the methods for the construction of qualification profiles (a description of the knowledge, skills, and attitudes required for job performance) for the curriculum and training design used in these projects? and (2) what are the advantages or disadvantages of the application of these methods? Models were constructed for the analysis of methods, and data were gathered through analysis of project documents. A comparative analysis was also performed. The three projects used these procedures: the Mantelproject procedure, Frey's curriculum conference approach, and the conference model of the National Institution for Curriculum Development. The Mantelproject procedure aims at the identification and clarification of those elements of occupational practice that are considered relevant for vocational training. In the curriculum conference approach, representatives of different institutions try to reach consensus about the objectives and content of a curriculum to be developed during a 2- to 3-day deliberation. The curriculum conference model is a strongly structured group deliberation procedure of 3 days. Results were analyzed and compared, showing the advantages and disadvantages of each research method, with each shown as valuable for different situations. (29 references) (KC)

ED 305 481 CE 052 207
Hamilton, Stephen F.
Learning on the Job. Apprentices in West Germany.
Pub Date—Mar 89
Note—39p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Apprenticeships, Educational Environment, Educational Research, *Experiential Learning, Foreign Countries, Mentors, On the Job Training, *Organizational Climate, Postsecondary Education, Program Effectiveness, Trade and Industrial Education, *Work Environment, Work Experience Programs
Identifiers—*West Germany

One focus of a year-long study of West German apprenticeship was the conditions that are most supportive of learning on the job. The study design incorporated two distinctions that the Germans consider critical: manual versus white-collar occupations and size of training firm. Two occupations were studied–auto mechanic and "Industriekaufmann" (middle manager in an industrial firm). Twenty beginning and advanced apprentices were observed in large and small firms; and apprentices, their teachers, and workplace supervisors were interviewed. Four case studies were analyzed through use of a framework that consisted of four characteristics critical to assessing a workplace's potential as a learning environment: the mentor's role, the learner's role, the content to be learned, and the structure of learning. Four workplaces were analyzed as learning environments–a large auto repair shop, a small auto repair firm, a large industrial firm, and a medium-sized industrial firm. The case studies confirmed the value of attending to the mentor's role, the learner's role, content, and structure. Four needs for further research were identified: observation and interview data for tracking on-the-job teaching and learning; greater specificity, uniformity, and replicability in examinations of workplaces as learning environments; objective measures of what workers are learning; and exploration of how new workers process new experiences. (22 references) (YLB)

ED 305 482 CE 052 212
Adult Basic Education and General Educational Development Programs for Disabled Adults. A Handbook for Literacy Tutors and Instructors.
Free Library of Philadelphia, PA. Library for the Blind and Physically Handicapped.
Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic Education.
Pub Date—88
Note—30p.
Available from—Library for the Blind and Physically Handicapped, Free Library of Philadelphia, 919 Walnut Street, Philadelphia, PA 19107 ($3.00).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Adult Basic Education, *Classroom Techniques, Deaf Blind, *Disabilities, Epilepsy, *Handicap Identification, Hearing Impairments, Language Handicaps, Learning Disabilities, *Literacy Education, Physical Disabilities, Special Education, Speech Handicaps, *Teaching Methods, Visual Impairments
Identifiers—*General Educational Development Tests

This handbook for literacy tutors and adult education instructors is a compilation of information about various handicapping conditions and suggestions for working with students with each of the handicaps. Seven handicapping conditions are considered: hearing acuity problems, visual impairments, deaf blindness, speech and language impairments, learning disabilities, orthopedic impairments, and epilepsy. Information on each condition is followed by teaching suggestions and recommendations specific to that handicap. A directory of resource organizations and services and a brief bibliography conclude the handbook. (YLB)

ED 305 483 CE 052 213
Glustrom, Merrill
Annotated Bibliography of Writing Materials for Use by GED Instructors in Preparation for the GED Writing Sample.
Yavapai Coll., Prescott, Ariz.
Spons Agency—Arizona State Dept. of Education, Phoenix. Div. of Adult Education.
Pub Date—87
Note—176p.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Adult Education, Annotated Bibliographies, *High School Equivalency Programs, Testing, Tests, *Textbooks, Textbook Selection, Writing (Composition), *Writing Exercises, *Writing Instruction
Identifiers—310 Project, *General Educational Development Tests

This bibliography is divided into three sections. Section I, Review of General Educational Development (GED) Publisher Composition Texts, reviews extensively the texts published by Cambridge, Contemporary, Scott Foresman, and Steck-Vaughn to enable the instructor to choose a primary text. The reviews tell the exact instructional sequence of the texts, their strengths and weaknesses in relation to various instructional goals, and their recommended use. GED texts are also recommended as supplements to the primary text. Addresses are provided for each publisher. Section II, Review of Non-GED Publisher Composition Texts, offers texts to enhance instruction. The annotation included with each title relates the areas of focus, strengths, and parts of the book suitable for use with students. Annotations indicate level (Pre-GED, GED, and Advanced GED) and tell where the instruction of the texts is focused–presentence, sentence, paragraph, multiparagraph, or essay. Especially helpful parts of the text are underlined, and bibliographic information is provided. Section III, Example Exercises, provides examples of the types of exercises found in the non-GED publisher texts. It is divided into two parts: prewriting/drafting and revising. Author(s), title, publisher, date, and pagination are provided for each text in the first two sections. (YLB)

ED 305 484 CE 052 216

Norton, Robert E.
1987 Electric Utility Instructor Survey. Summary of Task Verification Data [and] Competency Profile of Industry Instructor.
Ohio State Univ., Columbus. Center on Education and Training for Employment.
Spons Agency—Electric Utility Instructor Training Consortium, Columbus, OH.
Pub Date—87
Note—54p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Competence, *Competency Based Teacher Education, *Electricity, Electronic Technicians, *Industrial Training, Inplant Programs, *Occupational Information, On the Job Training, Postsecondary Education, Power Technology, *Task Analysis, Teacher Attitudes, Teacher Role, Technical Education, Trainers, *Utilities
Identifiers—*DACUM Process
An initial listing of the tasks performed by electric power industry instructors was prepared by organizing and convening a DACUM (Developing a Curriculum) job analysis committee of 11 persons who were considered to be expert instructors in the field. The committee members, relying on their own knowledge and experience, and with the guidance of a DACUM facilitator, identified the duties and tasks that were considered important to them. They also reviewed existing instructor task lists. The tasks identified by the DACUM committee formed the basis for developing a verification instrument, which was submitted by mail to 5 to 10 expert instructors in 13 utilities. The verification respondents rated each statement on: (1) the importance of the task; (2) task learning difficulty; and (3) frequency with which the task was likely to be performed, using a six-point Likert scale. A total of 120 instructors responded to the task inventory by the cutoff date. The results of the survey are summarized in this report in terms of mean scores or percentages for each question about each task. The separately published "competency profile," which duplicates the duties/tasks contained in the first 10 pages of the "summary," lists the following 12 duties of instructors, with tasks identified for each duty: develop and maintain technical proficiency; develop and maintain instructional proficiency; assess training needs; develop/revise instructional material; prepare for instruction; coordinate and schedule training; operate and maintain instructional equipment; deliver instruction; supervise trainees; and evaluate trainees. Members of the electric utility industry DACUM committee are also identified. (Author/KC)

ED 305 485 CE 052 219
Anderson, Bernice
Curriculum Coordination Centers Impact Report for 1988.
Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.
Pub Date—Mar 89
Note—11p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Curriculum Study Centers, *Information Dissemination, *Information Networks, Instructional Materials, Postsecondary Education, *Program Effectiveness, Secondary Education, *Vocational Education
Identifiers—*Curriculum Coordination Centers
According to information developed by the U.S. Department of Education from material provided by the six Curriculum Coordination Centers (CCCs), the CCCs continued to facilitate their states in the identification, location, adaptation, dissemination, and effective use of vocational education curriculum and instructional materials in 1988. Each center provided curriculum-related services to clients based on the needs identified through their regional State Liaison Representatives. Each center reported cost savings realized by regional states through the adoption or adaptation of CCC-identified curriculum materials and other network services. The CCCs continued to provide technical assistance and consultative services to clients throughout the nation during 1988. The CCC network also conducted or facilitated a number of in-service training workshops for vocational personnel. Conducting curriculum searches for vocational and technical education clients continued to be a major function of the network. Another important function was the systematic dissemination of curriculum and instructional materials from their lending libraries. The CCC network continued to develop and maintain linkages with professional organizations and resources that help to enhance the effectiveness of vocational education services nationwide. The annual meeting held in Beaverton, Oregon, was a highlight of CCC networking during the year. In summary, the CCC network continued to make a positive impact on the vocational education community during 1988. Three attachments list the CCC's and a sample of curriculum products developed by one state and adopted or adapted by another, and offer, in chart form, the CCC impact statistics for 1988. (KC)

ED 305 486 CE 052 220
After the Act. Developing Basic Skills Work in the 1990s.
Adult Literacy and Basic Skills Unit, London (England).
Pub Date—89
Note—17p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Basic Education, *Basic Skills, *Educational Change, *Educational Legislation, Educational Needs, English (Second Language), Foreign Countries, Postsecondary Education
Identifiers—*Education Reform Act 1988 (England), England, Wales
This booklet is concerned with how basic skills work with young people and adults can be maintained and developed in the next few years in light of Great Britain's Education Reform Act. An introduction provides a brief overview of the content of the act. Section 2 highlights the basic skills needs in England and Wales. In Section 3, current basic skills provision in England and Wales is described; discussion focuses on diversity, providers, and change in the pattern of basic skills provision. Section 4 addresses English for speakers of other languages. It reports that current provision in England and Wales is extremely patchy and the lack of coherence among providers is confusing to both providers and potential students. Section 5 provides an overview of the Education Reform Act. It addresses these aspects of the act: mandate for a strategic plan for the local education authorities (LEAs), adequacy of further education provision, needs analysis, essential features of an adequate basic skills service, adequacy of basic skills provision for individuals with learning difficulties, classification of subject areas, weightings for full-time equivalents, budgets, excepted items, development funds, specific grants, program area weightings, policy guidance, governing bodies, and school premises. Section 6 summarizes the roles of the LEAs and the Adult Literacy and Basic Skills Unit since passage of the act. (YLB)

ED 305 487 CE 052 221
Charters, Alexander N. Siddiqui, Dilnawaz A.
Comparative Adult Education: State of the Art with Annotated Resource Guide. Monographs on Comparative and Area Studies in Adult Education.
British Columbia Univ., Vancouver. Centre for Continuing Education.; International Council for Adult Education, Toronto (Ontario).
Report No.—ISBN-0-88843-186-4
Pub Date—89
Note—174p.
Available from—Publications, Centre for Continuing Education, University of British Columbia, Vancouver, British Columbia V6T 2A4 ($15.00).
Pub Type— Information Analyses (070) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Adult Education, Annotated Bibliographies, *Comparative Education, *Educational Research, Foreign Countries, International Cooperation, *International Education, State of the Art Reviews
Part I of this document analyzes the field of comparative adult education, and Part II contains annotations on selected resources considered most relevant to the field. The first part identifies and discusses major areas of weakness in the field. It covers the essence of social science research, the evolution of comparative adult education methods, and selected events and activities in comparative adult education. The section concludes by acknowledging strong evidence of growing new internationalism and of the need for global exchange of values across societal systems and ideologies. A 44-item reference list is provided. Part II, the resource guide, is organized into three major categories, which indicate resources in and related to comparative adult education. Category A presents two types of annotations: items related to comparative education as a field of study and items related to comparative adult education as a field of study. Category B deals with specific studies that compare principles and/or practices and people involved in adult education. Its five sections are international education, comparative adult education at the intranational level, comparative adult education at the international level, comparative education other than adult education, and comparative adult education at the national level. Category C consists of bibliographies and terminologies. Each abstract is preceded by a listing of which countries and themes the source covers. (YLB)

ED 305 488 CE 052 224
From Bonding Wires to Banding Women. Proceedings of the International Consultation on Micro-Chips Technology (Manila, Philippines, October 1986).
Center for Women's Resources, Quezon City (Philippines).
Report No.—ISBN-971-8603-00-X
Pub Date—88
Note—70p.
Available from—Center for Women's Resources, 43 Roces Avenue, 2nd Floor, Quezon City, Philippines ($5.00).
Pub Type— Collected Works - Proceedings (021) — Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Automation, Computers, Developed Nations, *Developing Nations, *Electronics Industry, *Employed Women, Employer Employee Relationship, *Employment Practices, *Employment Problems, Occupational Safety and Health, Quality of Working Life, Technological Advancement, Unions
Identifiers—*Microchips, Multinational Corporations
In October 1986, 40 women from 12 countries gathered in the Philippines for a 10-day meeting of organizers, educators, and workers affected by and confronting the international electronics industry in microchip plants and in automated offices. Participants were from Malaysia, Indonesia, Thailand, the Philippines, Hong Kong, Japan, the Netherlands, Trinidad, Jamaica, Mexico, Canada, and the United States. This report summarizes the various issues raised by the women, from their treatment in microchip plants in developing nations to the problems of automated offices in developed countries, and the struggle to organize or unionize women to protect themselves and better their conditions. The summaries fall under several headings: (1) the global context of the problems; (2) stories of women working in the microchips industry; (3) local strategies for fighting back (organizing); (4) linking-up struggles for organizing; and (5) post-conference reflections. An annotated list of resources completes the document. (KC)

ED 305 489 CE 052 226
Workforce Quality. Report of the Secretary of Labor.
Department of Labor, Washington, D.C.
Pub Date—Jan 89
Note—34p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Educational Needs, Employer Employee Relationship, Employment Practices, Employment Projections, *Employment Qualifications, Job Performance, Labor Market, *Labor Needs, Policy Formation, Postsecondary Education, Public Policy, *Quality of Working Life, *Research Needs, *Research Projects, Secondary Education
This report describes the make-up and mission of the Commission on Workforce Quality established by the U.S. Secretary of Labor on July 11, 1988. According to the report, the commission is to conduct a year-long study on the present quality and future needs of the U.S. work force, with a report due on Labor Day, 1989. This short introductory report lists the commission members (from industry, government, and education sectors); describes the seven issues that the commission is charged to investigate; and previews the research that is planned. An appendix describes 40 papers planned by various researchers; these papers are scheduled to be released on Labor Day, 1989. (KC)

ED 305 490 CE 052 228
Literacy Begins at Home.
Business Council for Effective Literacy, New York, NY.
Pub Date—Apr 89
Note—7p.
Journal Cit—BCEL Newsletter for the Business Community; n19 p1,4-7 Apr 1989
Pub Type— Journal Articles (080) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, *Adult Literacy, Adult Programs, Early Childhood Education, Employment Potential, *Family Programs, Federal Legislation, High School Equivalency Programs, *Intergenerational Programs, Job Skills, *Literacy Education, *Parent Education, Program Effectiveness, Program Implementation
Identifiers—Job Literacy
This article describes models of literacy education using the intergenerational approach. This approach attempts to teach both parents and children reading and writing, while also improving the parenting and job readiness skills of the parents. Several ongoing projects are described, such as the Kenan Trust Family Literacy Project in Kentucky and North Carolina, the Collaborations for Literacy in Boston, and the Take Up Reading Now program operated by Push Literacy Action Now (PLAN) in the District of Columbia. The article addresses program design issues, family literacy in the workplace, and the possibilities of passing legislation in support of family literacy programs. (KC)

ED 305 491 CE 052 229
Jump Start: The Federal Role in Adult Literacy.
Business Council for Effective Literacy, New York, NY.
Pub Date—Jan 89
Note—7p.; For a related document, see ED 302 675.
Journal Cit—BCEL Newsletter for the Business Community; n18 p1,4-7 Jan 1989
Pub Type— Journal Articles (080) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Literacy, Educational Legislation, *Federal Government, *Federal Legislation, Federal Programs, *Government Role, *Illiteracy, Literacy Education, *National Programs
A study examined the Federal Government's role in adult literacy. A far-reaching plan of action for the Federal Government was proposed that was based on an understanding of national literacy need and the structure and politics of Federal Government. The focus of the current national literacy movement was found to be seriously flawed in fundamental ways; without a stronger and different federal leadership role the overall effort would not meet the national need despite the best efforts of all currently involved. Although the need for the national literacy effort to remain focused on all the groups that are now being targeted was reaffirmed, adult illiteracy was seen as a largely economic problem and a higher priority for currently employed persons was urged. Six objectives for the Federal Government were identified: developing clear national goals and tracking progress toward them; building intellectual, political, and institutional focal points for adult basic education; focusing squarely on problems of adults and on work force literacy; generating large gains in basic skills and holding programs accountable; investing in technology and training; and building on existing services and knowledge. Recommendations were made regarding presidential leadership and legislative initiatives. Seventeen of the recommendations dealt with changes and additions in federal legislation. (YLB)

ED 305 492 CE 052 230
Basic Principles for Adult Education.
Office of Vocational and Adult Education, Washington, DC. Div. of Adult Education.
Pub Date—Mar 89
Note—9p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, *Adult Education, *Adult Literacy, *Basic Skills, Educational Needs, *Educational Principles, Functional Literacy, Illiteracy, *Literacy Education, Program Effectiveness
A basic set of principles for adult education reflects what should be found in each state and local program. First, basic skills should be mastered by all students. Second, course content should be directly related to learner, labor market, and community needs. Third, partnership efforts should be expanded and strengthened. Fourth, programs must have a system that ensures accountability. If each adult education program addresses these principles, major strides will be made in responding to the needs of the U.S. economy and the individuals served. The current interest in adult education is the result of efforts of public and private groups; media support is crucial to these efforts. The national adult education program, begun under the authority of the Economic Opportunity Act, has been continued through the Elememtary and Secondary Education Act and, most recently, the Adult Education Amendments of 1988. The adult education field has also responded to findings of large numbers of functionally incompetent adults by developing and using life skills curricula. The emphasis on functional competence has also raised the issue of what literacy or illiteracy is. Findings of literacy studies indicate that by any measure or definition the number of adults in need of higher level literacy skills is large. Application of the basic principles for adult education is one key method of guaranteeing more effective programs. (YLB)

ED 305 493 CE 052 231
Naylor, Michele
Implications of Research on Displaced Workers. ERIC Digest No. 80.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-89-80
Pub Date—89
Contract—RI88062005
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, Community Colleges, *Dislocated Workers, *Employment Programs, Job Layoff, Job Search Methods, *Outplacement Services (Employment), Postsecondary Education, *Program Development, Program Implementation, Reduction in Force, *School Role, Structural Unemployment, *Unemployment
Identifiers—ERIC Digests
Worker displacement is more closely related to structural features associated with firms than to the characteristics of the individuals who lost their jobs. Despite economic growth, large numbers of displaced workers continue to experience difficulty in making labor market adjustments. Programs to retrain and reemploy displaced workers exist at all levels of government and in the private sector. The most successful programs in the private sector are those that emphasize reemployment rather than retraining. Two common elements of successful state-level programs are active cooperation of labor and management and a broad range of services. Recommendations to strengthen the capacity of educational institutions to serve the needs of displaced workers include the development of programs that are comprehensive in design, are closely linked with private and public agencies, and have program administrators who work closely with local employers and who are aggressive in promoting and marketing services. Program leaders should encourage employers to give advance notice of impending layoffs or plant closures, aggressively seek opportunities to provide training services to companies, and establish a fast response mechanism. Programs should include a strong job development component and establish mechanisms for early linkage with companies and postprogram follow-up linkage with displaced workers. (YLB)

ED 305 494 CE 052 232
Kerka, Sandra
Communications Technologies in Adult, Career, and Vocational Education. ERIC Digest No. 81.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-89-81
Pub Date—89
Contract—RI88062005
Note—3p.; Updates ED 240 395.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, Audiovisual Communications, *Career Education, Career Guidance, *Communications, Delivery Systems, Distance Education, *Educational Technology, *Information Technology, Postsecondary Education, Secondary Education, Telecommunications, *Vocational Education
Identifiers—ERIC Digests
The rapidly developing communications technologies (CT) have the potential to deliver education to more learners in more satisfactory ways. CT may overcome barriers to student participation in adult education, enable career educators to provide a higher level of career guidance to greater numbers, and facilitate currency in vocational preparation. Delivery modes include video, audio and audiographic, and computer. Examples of CT uses in adult, career, and vocational education are the AgriData Network, Instructional Television Fixed Service, Ohio State University's Cooperative Extension Service's microwave transmission to operate a television classroom, and several electronic networks. Various studies have researched the instructional effectiveness of CT. Findings indicate that instruction involving CT is most effective when the instruction is "high touch" and interactive, students are prepared in advance, students understand supplemental materials, and the instruction does not imitate face-to-face teaching. CT can increase access to learning opportunities and more and better information sources, be individualized to meet student needs, and enhance immediacy while saving time and money. However, concerns about the effects of CT include equity of access, ethics, quality of instruction, effect on learning, and accommodation of different learning styles. (13 references) (YLB)

ED 305 495 CE 052 233
Imel, Susan
Teaching Adults: Is It Different? ERIC Digest No. 82.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-89-82
Pub Date—89
Contract—RI88062005
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Adult Learning, Adult Students, *Age Differences, *Andragogy, *Cognitive Style, Educational Research, *Learning Strategies, Teacher Attitudes, *Teaching Methods
Identifiers—ERIC Digests, Knowles (Malcolm S)
Malcolm Knowles is attributed with developing the most cogent model underlying the assumption that teaching adults should differ from teaching children and adolescents. His andragogical model is based on the premise that adult learning differs from preadult learning. Two studies have examined whether teachers do actually use a different style when teaching adults. Respondents in both studies reported they spend less time on discipline and giving directions, provide less emotional support, structure instructional activities less tightly, and vary teaching techniques more. Follow-up classroom observations in one study did not verify the self-reported differences in teaching behavior. That study did find that a nontraditional, less-formal room arrangement did lead to the use of a more student-centered approach; teachers with more formal training in adult education tended to use student-centered approaches the least; and the more flexible and responsive teachers were less experienced, female, secondary-level, and those who taught personal enrichment classes. Some considerations for practice emerged from the studies: determine the purpose of the teaching-learning situation, provide opportunities for teachers to practice learner-centered methods, and select teachers on the basis of their potential to provide learner-centered instructional settings. (YLB)

ED 305 496 CE 052 234
Imel, Susan Kerka, Sandra
Labor Market Information and Career Decision Making. ERIC Digest No. 83.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CE-89-83
Pub Date—89
Contract—RI88062005
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Choice, Career Education, Career Guidance, Computer Networks, Decision Making, Delivery Systems, Demography, *Employment Patterns, Guides, *Information Networks, Information Seeking, *Labor Market, *Occupational Information
Identifiers—ERIC Digests

Labor market information (LMI) describes the interaction between occupations and employers. Three major components make up LMI: economic or labor force information, occupational information, and demographic information. Various agencies, including federal departments and state employment security agencies, compile LMI. A guide to the information is the network of the National Occupational Information Coordinating Committee and the State Occupational Information Coordinating Committees. The three most common types of LMI classification (and the major federal publications that use them) are by occupation (Dictionary of Occupational Titles, Standard Occupational Classification Manual, and Guide for Occupational Exploration), by industry (Standard Industrial Classification Manual), and by instructional program (A Classification of Instructional Programs). Criteria to assess the quality of sources of LMI include reliability, comprehensiveness, timeliness, and credibility of the developer. Resources to help teachers and counselors make better use of LMI in career decision making include "A Training Handbook for Using Labor Market Information in Career Exploration and Decision Making: A Resource Guide," "Career Information in the Classroom: Workshop Guide for Infusing the Occupational Outlook Handbook," and "Improved Career Decision Making through the Use of Labor Market Information Trainer's Guide." (YLB)

ED 305 497 CE 052 235
Halasz, Ida
Evaluation Strategies for Vocational Program Redesign. ERIC Digest No. 84.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-89-84
Pub Date—89
Contract—RI88062005
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Change, *Evaluation Methods, Evaluation Problems, Evaluation Utilization, Postsecondary Education, *Program Design, *Program Evaluation, *Program Improvement, Secondary Education, *Vocational Education
Identifiers—ERIC Digests

Much of the evaluation of vocational education at the state and local levels has been conducted in response to federal legislation. Although some of the evaluative information has been useful for program improvement, much has been collected only for compliance with federal and state mandates. The educational reform movement has prompted school officials to turn to evaluation to answer questions about redesigning their vocational programs despite criticism about the usefulness of evaluation strategies and results. Research on school effectiveness and program improvement indicates that if desired change or redesign is to occur, school culture and stakeholders' needs must be considered in the evaluation. McKinney's model for evaluating vocational education includes these main activities: framing evaluation problems, interpreting dynamics of problems, and overcoming problems. Starr's evaluation method increases the relevance of vocational education offerings in meeting employment needs of students, employers, and labor market areas. This model incorporates the use of both quantitative data and explicit value judgments for comparing and ranking ongoing programs. According to Sirotnik, valid information about the ongoing schooling process should be collected. Microcomputers have added to the evaluation process the advantage of ease in storing, analyzing, and reporting the information collected. (12 references) (YLB)

ED 305 498 CE 052 238
Brustein, Michael
The Legal and Fiscal Disjunction between the Carl Perkins Vocational Education Act and the Job Training Partnership Act. Monograph Series.
Brustein and Manasevit, Washington, DC.; National Association of State Directors of Vocational Education.
Spons Agency—National Commission for Employment Policy (DOL), Washington, D.C.
Pub Date—89
Note—83p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Adult Education, *Audits (Verification), Comparative Analysis, Compliance (Legal), *Disadvantaged, Educational Legislation, Employment Programs, *Federal Legislation, Federal Programs, *Federal Regulation, Job Training, Postsecondary Education, Secondary Education, *Vocational Education
Identifiers—*Carl D Perkins Vocational Education Act 1984, Excess Costs, *Job Training Partnership Act 1982

The Carl D. Perkins Vocational Education Act and the Job Training Partnership Act (JTPA) contain several inconsistent fiscal and legal requirements. The federal legal framework governing expenditure of funds under the Perkins Act and JTPA is voluminous and cumbersome, but no effort has been undertaken to maintain a coherent legal resource covering both programs. Increased interaction between the two programs in the delivery of services to the disadvantaged is inhibited due to conflicting rules on matching, inconsistent definitions of "disadvantaged," excess costs requirements, and dissimilarity in audit resolution procedures. Recommendations include development of a resource guide cross-referencing all legal requirements in each program; publication of all new policies in the Federal Register; Congress's reconsideration of the need for the 50-50 match in the Perkins Act; a common definition of "disadvantaged" in both programs; and the elimination of the excess cost limitation. (Appendixes include departmental rulings on audit exceptions and a computation of the comments received on the monograph from State Directors of Vocational Education and Governors' JTPA liaisons.) (YLB)

ED 305 499 CE 052 239
Smith, Sonia S.
Assessing Needs for Education for Employment. A Product of the Project "Change, Technology and Vocational Education."
Northern Illinois Univ., De Kalb. Office for Vocational, Technical, and Career Education.
Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
Pub Date—Feb 89
Note—16p.
Pub Type— Information Analyses (070) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Needs, *Education Work Relationship, *Evaluation Methods, Evaluation Utilization, *Job Training, *Needs Assessment, Postsecondary Education, Program Development, Research Methodology, Secondary Education, Staff Development, *Vocational Education

This manual provides guidelines for needs assessments based on training and development programs designed and used by business and industry. The guide defines needs and needs assessments and describes how to implement the process, using an eight-level needs assessment. Information is provided on stages of needs assessment, the process of assessing needs, diagnosing the need for change, deciding who should be involved, determining who is in charge, sources for needs assessment, tools used to assess needs (e.g., interviews, small group meetings, and surveys), and reporting the data. A list of 13 references is included. (KC)

ED 305 500 CE 052 243
Colhapp, Barbara Jones
Techniques: Integrating the National Issues Forums into ABE Programs.
Pub Date—Apr 89
Note—4p.
Journal Cit—Lifelong Learning; v12 n6 p20-22 Apr 1989
Pub Type— Journal Articles (080) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Basic Education, *Citizen Participation, Classroom Techniques, *Group Discussion, *Public Policy, Teaching Methods
Identifiers—*National Issues Forum

This article discusses the National Issues Forum (NIF), a national, nonpartisan program designed to encourage citizen discussion of important public issues. The programs try to recreate the town meeting concept of reaching consensus on public issues. Short workbooks are available on two reading levels for issues such as the superpowers, crime, immigration, and health care for the elderly. The article explains how the NIF concept and materials can be used in adult basic education (ABE) programs. Some guidelines for implementing NIF in ABE programs are offered. Topics covered include the moderator's role, how to start the NIF discussion, a values questionnaire, helping students focus on the issue, and benefits of participation. (KC)

ED 305 501 CE 052 245
Alternative Work Schedules: Changing Times for a Changing Workforce. The National Report on Work & Family. Special Report #5.
Bureau of National Affairs, Inc., Washington, D.C.
Report No.—ISBN-0-87179-984-7
Pub Date—May 88
Note—36p.
Available from—Bureau of National Affairs, Inc., Customer Service Center, 9435 Key West Avenue, Rockville, MD 20850 (Product Code BSP-96: $35.00; 6-10 copies: 10% discount; 11-25: 15% discount; 26-50: 20%; 51-200: 25%; 501-1,000: 30%; more than 1,000: 35%).
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adults, *Employed Parents, *Employment Practices, *Flexible Working Hours, Futures (of Society), *Job Sharing, Mothers, Parent Responsibility, *Part Time Employment, Reentry Workers

Though the traditional 9:00-to-5:00 work week remains the predominant scheduling choice of most employers, companies in all industries increasingly are using alternative scheduling methods that allow employees to balance their work and family responsibilities. Alternative work schedules for permanent employees frequently are advocated as a solution to the problems faced by women in the work force. Job sharing, permanent part-time employment, work-at-home options, and flexible full-time work schedules offer employees an opportunity to modify work hours while maintaining the benefits of regular employment. Among other reasons for implementing flexible scheduling plans, employers cite cost effectiveness, flexibility, employee morale, and productivity. In 1987, 19.5 million people, or 17 percent of the work force, were employed on a part-time basis, according to the Bureau of Labor Statistics. (Five scheduling alternatives with case studies are examined in this report: permanent part-time, flextime, peak-time, job sharing, and worksharing.) (KC)

ED 305 502 CE 052 246
82 Key Statistics on Work and Family Issues. The National Report on Work & Family. Special Report #9.
Bureau of National Affairs, Inc., Washington, D.C.
Report No.—ISBN-0-55871-014-0
Pub Date—Sep 88
Note—36p.
Available from—Bureau of National Affairs, Inc., Customer Service Center, 9435 Key West Avenue, Rockville, MD 20850 (Product Code BSP-100: $35.00; 6-10 copies: 10% discount; 11-25: 15% discount; 26-50: 20%; 51-200: 25%; 501-1,000: 30%; more than 1,000: 35%).
Pub Type— Information Analyses (070) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adults, *Day Care, Demography, *Employed Women, Employment Practices, *Family Caregivers, Family Problems, *Flexible Working Hours, *Leaves of Absence, Mothers, Older Adults, Parent Responsibility, *Parents, Part Time Employment, Personnel Policy

This report was prepared because of the growing national interest in the questions of work and family dynamics. It puts together 82 key statistics on work and family issues in four major areas: child care, parental leave, alternative work schedules, and elder care. In addition, a chapter of miscellaneous statistics covers areas such as the demographics of

women in the work force, corporate nepotism policies, employer relocation policies, and employee assistance programs involving work and family concerns. The source for each statistic is listed; any trends that can be discerned are also set forth in the report. (KC)

ED 305 503 CE 052 247
Maley, Donald, Ed.
Answers to Questions on Teaching Technology. Revised Edition.
International Technology Education Association, Reston, VA.
Pub Date—88
Note—24p.
Available from—International Technology Education Association, 1914 Association Drive, Reston, VA 22091 ($8.50; $7.50, members).
Pub Type— Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Classroom Techniques, Elementary Secondary Education, *Industrial Arts, *Integrated Activities, Postsecondary Education, *Program Implementation, Seminars, Student Evaluation, Student Research, *Teaching Methods, *Technology
This publication for technology teachers is developed around a series of questions commonly raised about the integrated approach to teaching technology. Responses have been provided by eight experienced teachers. An introduction explains the integrated approach and provides a schematic drawing showing the principal phases of the program plus the inputs to each phase. The first series of questions is related to advance preparation. Questions address resource materials, type of classes, getting started, advance preparations, class size, at-risk students, implementation strategies, teaching materials, and costs. Questions on introducing the integrated approach cover the first weeks, student and parent acceptance, and public relations. A series of questions on student research addresses helping students, getting results, writing and checking letters, library research, reluctant students, and integration of math and science. Questions regarding construction activities discuss class control, ensuring student success, time devoted to construction, students who finish early, and students who do not finish. Other questions focus on the seminar (the purpose, preparing students, and the teacher's role) and evaluation of students. The final section answers questions on getting more help, quick start techniques, suggestions for supervisors and administrators, instructional formats, and organization. (YLB)

ED 305 504 CE 052 248
Maley, Donald
Research and Experimentation in Technology Education. Problem-Solving and Decision-Making in the Technology Laboratory.
International Technology Education Association, Reston, VA.
Pub Date—86
Note—29p.
Available from—International Technology Education Association, 1914 Association Drive, Reston, VA 22091 ($6.50; $5.50, members).
Pub Type— Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Admission Criteria, *Industrial Arts, *Laboratory Experiments, Problem Solving, Program Descriptions, Program Development, *Program Implementation, Research Methodology, *Research Papers (Students), Science Laboratories, Secondary Education, *Student Research, *Technical Education, Technology
This monograph discusses the current practices associated with the conduct of a research and experimentation program in technology education. It describes the background and bases of the program, the role of the teacher of research and experimentation, and advantages of the program. Next, the environment of the program is addressed, including the total school environment, the research and experimentation laboratory, and the philosophical environment of the school and community. Concerns about selection and screening procedures for the student population are then addressed. The next section discusses research procedures. The common model and a more limited approach are both outlined, and each element of a research report is described. A section on introducing the research and experimentation program explains sections of a research report, lists steps a teacher should take with a new group, and highlights objectives at this stage. The next section, on conducting the research and experimentation program, describes these phases: establishing goals, developing the research approach, helping students select a research problem, and conducting the research and experimentation of problems. Agendas are provided for research and experimentation seminars and progress seminars. Finally, suggestions are made for teacher evaluation of student performance. (YLB)

ED 305 505 CE 052 249
Balistreri, Jerry P.
Impact of Technology.
International Technology Education Association, Reston, VA.
Pub Date—86
Note—38p.
Available from—International Technology Education Association, 1914 Association Drive, Reston, VA 22091 ($7.50; $6.50, members).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Consumer Education, *Curriculum Development, *Educational Resources, Environmental Education, *Industrial Arts, Lesson Plans, *Science and Society, Secondary Education, Technical Education, *Technological Advancement, *Technological Literacy, Units of Study
This manual was developed to familiarize teachers with the study of the impacts of technology and to supply resource materials so that teachers can develop a unit of instruction on the topic or include the subject in existing units of instruction. The first part of the manual contains eight learning activity packets (LAPs). Each LAP consists of prerequisites, objectives, competencies, information and discussion, and suggested activities. The LAPs cover the following topics: (1) how and why technology has had an impact on people's lives; (2) types of impacts; (3) environmental impacts; (4) technical impacts; (5) financial impacts; (6) social impacts; (7) technology assessment; and (8) terminology. The second part of the manual contains appendixes listing suggested texts, filmstrips, videos, films, and resource agencies with addresses. (KC)

ED 305 506 CE 052 250
Technology Education: A Perspective on Implementation.
International Technology Education Association, Reston, VA.
Pub Date—85
Note—37p.
Available from—International Technology Education Association, 1914 Association Drive, Reston, VA 22091 ($7.00 members; $8.50 nonmembers).
Pub Type— Guides - Classroom - Teacher (052) — Collected Works - General (020)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Curriculum Development, Educational Needs, *Educational Philosophy, Educational Resources, *Industrial Arts, Models, Program Development, *Program Implementation, Secondary Education, *Standards, Technical Education, *Technological Advancement, *Technological Literacy, Units of Study
This monograph has been developed to give educators a broad perspective of the technology education emphasis that is becoming prevalent in schools today, replacing industrial arts. The report is organized in four sections. The first section presents an overview of education in a highly sophisticated technological society. This section contains the following papers: "A Perspective on Education" (Ernest L. Boyer); "People and Culture in Our Technological Society" (Walter B. Waetjen); and "The Nature of Our Technological Society" (James R. Johnson). The second section presents a definitive study on the history of technology as interpreted by the profession as well as its status in other countries. The two papers in this section are "A Progression of Technology in Industrial Arts Education" (Kenneth Phillips); and "Technology Education: An International Perspective" (Ronald D. Todd). The third section of the report provides guidelines for technology education programs, and the fourth section contains examples of successful technology education programs in various parts of the United States. Contributors to section 4 include Les Litherland, Jerry Weddle, Steven Cook, Michael Hacker, and Robert Daiber. (KC)

ED 305 507 CE 052 251
McAndrews, Robert J.
Student Attitudes toward Marketing Education Programs in the Houston, Texas Area.
Pub Date—88
Note—55p.; Research project required for the course, Research in Occupational Education, University of Houston.
Pub Type— Dissertations/Theses - Undetermined (040)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Cooperative Education, *Distributive Education, Educational Research, Enrollment, *Enrollment Influences, *Marketing, Secondary Education, *Student Attitudes, Student Motivation
Identifiers—Texas (Houston)
A study explored the attitudes of marketing education cooperative training students at 10 Houston area high schools to determine their perceptions of the program and their reasons for enrolling. A three-page instrument was developed, tested in a pilot study and then revised and distributed to the 10 schools. Data were collected from 82 male and 82 female students. Findings indicated the majority of students agreed with all positive statements related to career and job skills. Little difference was found between male and female responses and between students whose families owned their own businesses and those whose families did not. Students indicated they were interested in marketing education because of future opportunities available to those who possess the skills taught through the marketing education program. It was recommended that: (1) research be conducted to determine what students know about marketing education programs before they enroll; (2) coordinators develop an intensive program for recruitment; (3) Distributive Education Clubs of America officers and members become actively involved in the future of their chapter; and (4) a positive image and attitude be created in the community. (Numerous tables and charts are included in the paper and in the appendix; there are 12 references.) (YLB)

ED 305 508 CE 052 252
Lindberg, Karen J.
Revitalization of Japanese Business and Industry: Implications for Training and Organization Development. Training and Development Research Center Project Number Twenty-Eight.
Minnesota Univ., St. Paul. Dept. of Vocational and Technical Education.
Pub Date—Jan 89
Note—180p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Business, *Cultural Influences, Developed Nations, Economic Development, Employment Patterns, *Employment Practices, Foreign Countries, Futures (of Society), *Job Training, *Organizational Change, Postsecondary Education, *Staff Development
Identifiers—*Japan
A research study, based on a survey of the literature, sought to: (1) analyze recent economic, technological, and sociological trends in Japan; (2) analyze how those trends have or have not had an impact on Japan's historical and currently famous approach to the management of its human resources; and (3) based on findings, present arguments for or against change within training and development activities of Japanese organizations. Trends studied included economic shifts, technological shifts, sociological shifts, Japan's employment and human resource management systems, training and development, training in the workplace, and reflections on the effects of Japanese traditions on employment and training systems. The study concluded that change in Japan's training and development system will come as a result of multiple forces: (1) the increasing demise of the lifetime employment system and the prevailing shrinkage of the internal labor market; (2) intense diversification of business and industry and the booming service sector currently in desperate need of new knowledge, skills, and abilities; (3) pressure from business and industry for Japan to reform its current educational and vocational systems, as well as a reflection of changed expectations among Japanese youth and the entrance of Japanese women into the labor market; and (4) Japan's present transition into a postindustrial and international society. (58 references) (Author/KC)

ED 305 509 CE 052 253
Mohring, Popie M.
Andragogy and Pedagogy: A Comment on Their

Erroneous Usage. Training and Development Research Center Project Number Twenty-Nine.
Minnesota Univ., St. Paul. Dept. of Vocational and Technical Education.
Pub Date—Jan 89
Note—11p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, *Andragogy, *Definitions, Etymology, Lexicology
The use of the term "andragogy" to mean education of adults and the term "pedagogy" to mean education of children is etymologically inaccurate. Although pedagogy derives from "pais," meaning child, from antiquity pedagogy also has stood for education in general–without reference to learners' ages. Andragogy derives from "aner," meaning adult male and not adult of either sex. Given current efforts to purge English of sexist words, introduction of a term that excludes women is nonsensical. A new term based on the Greek could be coined. "Teleios," not aner, is the Greek word for the English "adult." Andragogy could be replaced by "teleiagogy," a term that includes adults of both sexes. (YLB)

ED 305 510 CE 052 255
Pratt, Phillip A.
The Stability of Occupational Aspirations of Young Adults.
Pub Date—Mar 89
Note—42p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*High School Graduates, *Occupational Aspiration, *Persistence, Postsecondary Education, Secondary Education, Vocational Followup, *Vocational Maturity, *Young Adults
Identifiers—High School and Beyond (NCES)
A study attempted to determine the stability of the occupational aspirations of young adults, using data from the High School and Beyond study. (Data for that study had been gathered from seniors who graduated from high school in 1980 and were followed up in 1982, 1984, and 1986). About 9,400 subjects were used in the descriptive research. Analysis of the subjects' changes in occupational aspiration during this 6-year period revealed only modest trends toward greater aspirational stability over time. More strikingly, various analyses of the data failed to delineate clear patterns in changes to occupational aspiration. These findings tend to question the theoretical notions that occupational aspiration stabilizes with the experience of maturation of youth and young adults. Attributes such as aptitude and socioeconomic status did not seem to have significant influences on the stability of the young people's occupational aspiration. The greatest influence seemed to be the subjects' environment and their adaptation to changing environmental circumstances. The survey concluded that mind-changing seems to be endemic in this age group and that students, parents, and mentors should be wary of acting upon aspirations prematurely formed. The study also posed the question of the relationship between occupational aspiration stability and occupational success as a subject for future research. (37 references and 9 tables) (KC)

ED 305 511 CE 052 257
Kohan, Alan R.
Interactions between Superintendent Leader Behavior and Locus of Control on Job Satisfaction as Perceived by Vocational Teachers.
Pub Date—31 Mar 89
Note—63p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 31, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Educational Research, Instructional Leadership, *Job Satisfaction, *Leadership Styles, *Locus of Control, Secondary Education, *Superintendents, Supervisory Methods, Teacher Attitudes, Teacher Characteristics, *Vocational Education Teachers
Identifiers—Ohio
A study investigated the interactions between leadership style and the personality variable locus of control on vocational teacher job satisfaction. It used a 2x2x2 factorial design to explore three independent variables: (1) the consideration dimension of leader behavior; (2) the initiating structure dimension of leader behavior; and (3) locus of control. The sample consisted of 185 Ohio joint vocational school teachers. Three instruments were used: (1) the Leader Behavior Description Questionnaire-Form XII; (2) the Rotter Internal-External Control Scale; and (3) the Job Descriptive Index. Findings indicated the leadership dimension of consideration had a significant effect upon job satisfaction of teachers; initiating structure was not supported, although teachers evidently were more satisfied under a superintendent who was structured; and locus of control may be an important factor influencing teacher job satisfaction. When the consideration and initiating structure variables were crossed, the high-high leader paradigm was supported. When the locus of control and initiating structure variables were crossed, internals had greater job satisfaction. When consideration and locus of control interactive effects were analyzed, internally controlled teachers had greater job satisfaction. When the three variables were crossed, the high-high leader paradigm appeared tenable only for the internally controlled teachers. (56 references) (YLB)

ED 305 512 CE 052 267
Maryland State Council on Vocational-Technical Education Annual Activities Report 1988.
Maryland State Council on Vocational-Technical Education, Annapolis.
Pub Date—88
Note—31p.; For a related document, see CE 052 268.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Advisory Committees, *Educational Needs, Educational Trends, *Futures (of Society), Postsecondary Education, *Program Improvement, Secondary Education, State Boards of Education, *State Legislation, State Standards, *Technical Education, *Vocational Education
Identifiers—*Maryland
This report summarizes the activities of the Maryland State Council on Vocational-Technical Education for calendar year 1988. The report includes council recommendations for state legislation during the 1989 session of the General Assembly and a matrix on the status of implementation of council recommendations from prior annual and biennial reports. The report is organized in six parts. The first two parts outline council purpose and philosophy; the third part describes council activities as carried out by the policy committee, the evaluation and planning committee, and the private sector committee, along with other council activities and the annual awards program. Part IV presents recommendations for legislative proposals for: (1) summer programs in vocational-technical education; (2) a state-funded governor's challenge grant program for equipment purchases; and (3) vocational-technical set aside from state shares of basic current expense aid and a report on the status of previous council recommendations. Part V lists a number of actions that the council believes will require continued emphasis if Maryland's vocational-technical education delivery systems are to meet the challenges of anticipated future demands for technically trained workers. The final part projects council concerns. An appendix outlines council responsibilities. (KC)

ED 305 513 CE 052 268
Evaluation of Vocational Education Delivery Systems Assisted under the Job Training Partnership Act and Carl D. Perkins Vocational Education Act. Maryland State Council on Vocational-Technical Education Second Biennial Report.
Maryland State Council on Vocational-Technical Education, Annapolis.
Pub Date—31 Mar 89
Note—84p.; For a related document, see CE 052 267.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Advisory Committees, Compliance (Legal), *Delivery Systems, Educational Needs, Employment Programs, *Federal Legislation, Federal Programs, *Job Training, Outcomes of Education, Postsecondary Education, *Program Effectiveness, Program Improvement, Secondary Education, State Boards of Education, State Programs, State Standards, Technical Education, *Vocational Education
Identifiers—*Carl D Perkins Vocational Education Act 1984, *Job Training Partnership Act 1982, Maryland
An evaluation was conducted in Maryland of the vocational education delivery systems assisted under the Job Training Partnership Act and the Carl D. Perkins Vocational Education Act, in terms of their adequacy and effectiveness in achieving the purposes of these acts for the program years 1986-87 and 1987-88. Evaluation was carried out through meetings with various state agencies charged with carrying out the programs supported by the acts and by site visits. Analysis of evaluation results was performed in the areas of vocational education delivery systems, state education and coordination grant programs, performance standards, program participants, placement of program completers, coordination policy and practice, coordination with local education agencies, and coordination with community colleges. It was concluded that the purposes of the JTPA are being achieved in a responsive manner throughout the state. Similar conclusions were reached in the evaluation of activities under the Perkins Act. Recommendations were made for improvements in the implementation of both acts. In addition, a study of coordination of programs throughout Maryland led to recommendations for improved articulation. (KC)

ED 305 514 CE 052 270
Graham, C. Ray And Others
Adult Education ESL Selectors Guide. Instructional Resources for Limited English Speaking Adults.
Texas A and I Univ., Kingsville.
Spons Agency—Texas Education Agency, Austin.
Pub Date—Jul 88
Note—295p.; A publication of the Center for Continuing Education.
Pub Type— Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adult Basic Education, Adult Literacy, Adult Programs, Check Lists, Citizenship, Course Content, Course Organization, Daily Living Skills, *Educational Resources, *English (Second Language), *Instructional Materials, *Literacy Education, Material Development, *Media Selection, *Second Language Instruction, Skill Development
This guide is a catalog of adult education English-as-a-Second-Language (ESL) materials, covering literacy, citizenship, and life-coping skills. It is intended to serve the needs of adult education ESL instructors and supervisors. The catalog is organized in three sections. Section I consists of evaluations of 27 instructional systems. Information is given on lesson format, content, components, and overall evaluation. Section II contains evaluations of 148 supplementary instructional materials. Each evaluation includes a checklist of skills and general information and a narrative section describing the lesson format, content, and overall evaluation. A one-page checklist for each title reviews 18 separate aspects of the materials. Field test information for the materials that were field tested is supplied following the evaluation of the specific title. Section III contains appendixes that include: (1) lists of publishers and addresses; (2) video teacher training programs; (3) video and computer instructional programs; (4) citizenship materials; (5) ESL testing materials; and (6) an outline of native language literacy. A title index is provided. (KC)

ED 305 515 CE 052 271
Lombard, Rick
Collaborative Community Based Transition Model. An Implementation Manual.
Wisconsin Univ., Whitewater.
Pub Date—Feb 88
Note—49p.
Pub Type— Guides - Non-Classroom (055) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Cooperation, *Cooperative Planning, *Disabilities, *Education Work Relationship, Models, *School Community Relationship, Secondary Education, *Special Education, *Transitional Programs, Vocational Education, Vocational Evaluation
This manual is designed to help schools in the development, implementation, and evaluation of activities that assist individuals with special needs in making vertical transitions from school to postsecondary training or employment and horizontal transitions between the school, home, and community. It presents, in section 1, a model that accom-

modates the active collaboration of administration, agencies, special and vocational educators, clients, parents, guidance personnel, and employers. A figure presents the six-stage model designed to address the collaborative community-based transition process. Sections II, III, and IV address development of an internal steering committee, development of a transition core team, and the conduction of a community survey. Section V focuses on implementation of a community action plan, a phase that includes interagency collaboration, parent training, and school personnel training. In section VI, individualization of the transition process is discussed. The following issues that the core team must resolve during this phase, in collaboration with local school personnel, are covered: identification of schools and students for transition, in-school transitional planning, and development of the individual transition team. Section VII is a brief discussion of annual evaluation. Survey instruments and 23 references are appended. (YLB)

ED 305 516 CE 052 272
Spikes, Kenneth D.
APICS Certification: A Valuable or Vacuous Distinction? A Survey of Massachusetts Manufacturers.
Pub Date—27 Apr 89
Note—65p.; Research report required for B.S. Degree in Business Administration, Salem State College, Massachusetts.
Pub Type— Reports - Research (143) — Dissertations/Theses - Undetermined (040)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Certification, *Credentials, *Employer Attitudes, *Manufacturing, *Manufacturing Industry, Mass Production, Outcomes of Education, Postsecondary Education, Program Effectiveness, Program Improvement, Quality Control
Identifiers—*American Production and Inventory Control Society, Massachusetts
A study investigated the value of professional certification within the context of Massachusetts manufacturing companies with reported sales of at least $10 million but no more than $25 million. The specific certification evaluated was that of Certified in Production and Inventory Management (CPIM) as awarded by the American Production and Inventory Control Society (APICS). Following a review of the background and standards of the certification and APICS, the data were gathered from 70 of 400 manufacturing managers and human resource professionals who responded to the survey of Massachusetts companies concerning their knowledge about and valuation of APICS certifications. The results of the survey showed that certification is a prerequisite qualification (required or desired) for employment in the field of production and inventory control in more than 40 percent of the companies responding. A majority of hiring managers surveyed equate APICS certification with the possession of two or more years of work experience and probably with two or more years of college-level study. The study concluded, however, that APICS should make additional efforts to publicize the CPIM designation and the certification program, because many respondents had never heard of the certificate. (Survey instruments and data and a 32-item bibliography are appended.) (KC)

ED 305 517 CE 052 273
Custara, Paul
A Guide for Change-Making the Transition from Industrial Arts to Technology Education.
Pub Date—88
Note—92p.; Sponsored by the Christa McAuliffe Trust of the State of New Hampshire. Best copy available.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Curriculum Development, Educational Resources, *Industrial Arts, Inservice Teacher Education, Lesson Plans, Models, Secondary Education, *State Curriculum Guides, *State Programs, State Standards, *Technical Education, Technological Advancement, *Technological Literacy, Units of Study, Vocational Education
Identifiers—*New Hampshire
This guide was developed in New Hampshire to assist schools in upgrading their industrial arts programs to technology education programs reflecting the state of the art in the technology education curriculum. It was developed through visits to many New Hampshire schools, as well as schools and colleges in 10 other states, and attendance at several regional and national conferences. The guide is organized in six sections. Section 1 introduces and defines technology education and states its philosophy. Section 2 provides a rationale for making the change from industrial arts to technology education. In section 3, suggestions for implementing technology education programs are made, with unit plans and models for various size schools, as well as an inservice model to assist teachers in implementing technology education. Section 4 provides the New Hampshire technology education program guide and standards; section 5 contains 56 references used for the transition to technology education project. The final section documents the research project that provided the basis for the guide. (KC)

ED 305 518 CE 052 274
Jacobs, Ronald L.
Naturalistic Inquiry and Qualitative Methods: Implications for Training and Development. Training & Development Research Report.
Ohio State Univ., Columbus. Coll. of Education.
Pub Date—Oct 85
Note—11p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Definitions, Evaluation Methods, *Job Training, *Naturalistic Observation, *Qualitative Research, *Research Methodology, *Staff Development
Interest is growing in naturalistic inquiry and qualitative methods in educational inquiry. Naturalistic inquiry refers to a paradigm of inquiry with two major features: a low degree of manipulation or control of the variables prior to the inquiry and a low degree of constraints imposed on the outcomes of the inquiry. Qualitative methods seek to describe not the frequency but the behaviors, beliefs, and feelings of the respondents in a setting. Qualitative data are direct quotations, observations, personal impressions, analyses of records and documents, summaries of unobtrusive measures, and case studies. The interview is probably the most frequently used method of those available to gather qualitative data. Although naturalistic inquiry requires instruments that are flexible and adaptive to the setting–instruments that are almost always qualitative in nature–qualitative methods may also be used with the experimental paradigm. The use of qualitative methods has relevance to the practice of training and development. For example, use of a naturalistic inquiry approach might help a training manager portray more accurately the worth of the training department to the organization than would counting the number of course offerings or trainees per year. (15 references) (YLB)

ED 305 519 CE 052 275
Ruth, Gloria A.
A Systems Approach to Cost-Benefit Analysis. Training & Development Research Report.
Ohio State Univ., Columbus. Coll. of Education.
Pub Date—Oct 85
Note—16p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Cost Effectiveness, *Evaluation Methods, *Models, Needs Assessment, *On the Job Training, *Staff Development, *Systems Approach
Identifiers—*Anchor Hocking Corporation, Return on Investment
Training managers increasingly are being asked to document the cost effectiveness of their programs. A cost-benefit analysis program was implemented at the Anchor Hocking Corporation that may be useful for other organizations. The cost-benefit analysis at Anchor Hocking is part of the training system design. The complete training system design model includes the following: (1) needs identification/forecasting; (2) needs analysis; (3) anticipated cost-benefit evaluation; (4) performance objectives and savings base design; (5) data gathering; (6) course design; (7) implementation of training; (8) data gathering; (9) on-the-floor follow-up; (10) actual return-on-investment calculation; and (11) retraining/revision. Although these steps are listed chronologically, they are often performed simultaneously. This approach has worked well for Anchor Hocking, and components of the model can be used by other organizations to develop their own cost-benefit analysis. (KC)

ED 305 520 CE 052 276
Gainer, William J.
Implementation of the Carl D. Perkins Vocational Education Act. Statement before the Committee on Education and Labor, United States House of Representatives. GAO Testimony.
General Accounting Office, Washington, D.C. Div. of Human Resources.
Report No.—GAO/T-HRD-89-08
Pub Date—7 Mar 89
Note—28p.
Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (First five copies free; additional copies: $2.00 each; 100 or more: 25% discount).
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Economically Disadvantaged, *Employment Programs, *Federal Programs, *Job Training, Postsecondary Education, *Poverty Areas, Program Effectiveness, Program Improvement, *Resource Allocation, Vocational Education
Identifiers—*Carl D Perkins Vocational Education Act 1984
The Carl D. Perkins Vocational Education Act seeks to: (1) provide vocational education to underserved groups; and (2) encourage program improvement and modernization. Although the General Accounting Office (GAO) believes that Perkins Act funds are being used appropriately for the most part, a number of potential problems were identified regarding program targeting to economically depressed areas (EDAs) and disadvantaged students and the adequacy of program data. GAO's review was conducted in Arkansas, California, Kansas, Maryland, New Jersey, and Pennsylvania. One finding was that there was less program improvement spending in EDAs than in other areas. The study also found that allocation mechanisms can direct funding to more affluent school districts and away from poor communities. Finally, according to the survey, complete and reliable data on vocational education enrollment and spending, which might have aided the GAO in reaching more definitive conclusions concerning the implementation of the Perkins Act on a nationwide basis, were unavailable at either the national or state levels. (KC)

ED 305 521 CE 052 279
Sua, Dangbe Wuo
A Comparison of Correctional Adult Educators and Formal Adult Educators in Terms of Their Expressed Beliefs in the Collaborative Teaching Mode. Theory and Methods of Adult Education.
Pub Date—Jan 89
Note—40p.; Ed.D. practicum paper, Nova University. Document contains light type.
Pub Type— Dissertations/Theses - Doctoral Dissertations (041) — Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adult Education, *Adult Educators, Comparative Analysis, *Correctional Education, Participative Decision Making, *Student Participation, *Teacher Attitudes, Teaching Methods, Team Teaching
Identifiers—*Collaborative Teaching, Principles of Adult Learning Scale
A study compared correctional adult educators and formal adult educators in terms of their expressed beliefs in the collaborative teaching mode as measured by the Principles of Adult Learning Scale. The sample consisted of 8 correctional adult educators from the Lake Correctional Institution and 10 adult education teachers from the Manatee Area Vocational Center. The mean score for formal adult educators was 123.1 and the standard deviation was 8.69; the mean score for correctional adult educators was 123.25 and the standard deviation was 17.15. The result of the two-tailed t-test showed a calculated t-value of -0.024 at 16 degrees of freedom. Because the calculated t-value lay between -2.12 and 2.12, the null hypothesis of no difference was accepted. Results indicated no significant difference between formal and correctional adult educators. The implication was that both groups of educators believed in the use of the collaborative model of teaching. A follow-up study was recommended, using a larger sample that would consider student performance under the collaborative mode of teaching, as well as studies to determine differences between correctional and formal adult education. (The instrument is appended, with 21 references.) (YLB)

CG

ED 305 522 CG 021 532
Rapaport, Ross J.
Report on National Collegiate Alcohol Awareness Week, Fall 1988.
Central Michigan Univ., Mount Pleasant.
Pub Date—Dec 88
Note—80p.; Some newspaper clippings and advertisements will not reproduce clearly.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Alcohol Abuse, *College Programs, College Role, College Students, Drinking, *Drug Abuse, *Drug Education, Higher Education, *Prevention, Program Implementation
This document presents a report of the education and prevention activities undertaken at Central Michigan University in Mt. Pleasant, Michiagn, during the fall semester of 1988, in recognition of National Collegiate Alcohol Awareness Week (NCAAW). The document begins with a brief review of the university's campus-wide programs, goals, and activities to reduce alcohol abuse and other drug use. Changes in how the university implemented NCAAW activities are described, and new goals of Central Michigan's NCAAW program are listed. Eighty-three programs provided by the university's 19 residence halls are listed, with indications of level of participation and type of evaluations. Other university programs and activities are also described. The Student Affairs Annual Report is included in the document; it summarizes alcohol and drug abuse prevention and intervention programs for the 1987-1988 school year and explains plans for the 1988-1989 year. Relevant materials are appended, including letters of support for the program, flyers and advertisements, and newspaper and magazine articles. (NB)

ED 305 523 CG 021 533
Midlarsky, Elizabeth Kahana, Eva
Who Helps? Attitudes and Characteristics of Elderly Altruists.
Pub Date—Nov 88
Note—16p.; Paper presented at the Annual Meeting of the Gerontological Society (41st, San Francisco, CA, November 18-22, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Altruism, *Attitudes, *Helping Relationship, Individual Characteristics, *Locus of Control, *Older Adults, *Personality Traits, Prosocial Behavior, Social Responsibility, Well Being
In contrast to the view of the elderly as helpless and handicapped, some older adults may engage in helping activities and place considerable importance on this involvement. This study examined the characteristics which may distinguish those elderly persons engaged in the highest amounts of altruistic activity from those reporting lesser degrees of involvement. Respondents were 400 persons between the ages of 65 and 100; 200 were randomly selected from the general community, and 200 came from age-homogeneous apartment complexes. Subjects were classified as high helpers or low helpers based on their responses to altruism scales. Three stepwise discriminant function analyses were performed to predict membership in the two helper groups-one for the entire sample and one for each residential subsample. A general finding was that the altruistic respondents, in contrast to less helpful subjects, expressed a high degree of willingness to incur costs or risks. Elderly altruists were more likely than the less helpful elderly to perceive themselves as healthy; they possessed personality and motivational characteristics associated with altruism in other age groups, including social responsibility and internal locus of control; and they appeared to experience high degrees of psychosocial well-being. Results of the separate analyses indicated that the study variables accurately classified 87.9% of the cases for the total sample, 92.8% of the senior residents, and 83.4% of elderly respondents in the sample of persons in independent living. (Author/NB)

ED 305 524 CG 021 534
Weaver, Dave
Software for Teaching about AIDS & Sex: A Critical Review of Products. A MicroSIFT Report.
Northwest Regional Educational Lab., Portland, OR. Technology Program.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—Jan 89
Contract—400-86-006
Note—24p.
Pub Type— Information Analyses (070) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Acquired Immune Deficiency Syndrome, Adult Education, *Computer Software, Computer Uses in Education, Health Education, *Instructional Materials, Secondary Education, Secondary School Teachers, *Sex Education, *Teacher Attitudes
This document contains critical reviews of 10 microcomputer software packages and two interactive videodisc products designed for use in teaching about Acquired Immune Deficiency Syndrome (AIDS) and sex at the secondary school level and above. Each package was reviewed by one or two secondary school health teachers and by a staff member from the Northwest Regional Educational Laboratory's Technology Program using the MicroSIFT Courseware Evaluation form. The 12 packages reviewed are: (1) AIDS Information Delivery System; (2) AIDS–An Educational Program; (3) AIDS: Informational Defense System; (4) AIDS: The Investigation; (5) AIDS: The New Epidemic; (6) Body Awareness Resource Network: AIDS; (7) Body Awareness Resource Network: Human Sexuality; (8) Practicing Sexual Decision Making; (9) Romance: Game of Choice About Sex; (10) STD: Sexually Transmitted Disease Information; (11) Understanding AIDS; and (12) Venereal Disease. A section on findings calls the overall results somewhat disappointing, noting that most packages were tutorials followed by drill questions perceived as dull and uninspiring to students. The teachers' views on AIDS as a serious topic is given as one reason for the criticism received by packages using a game format. It is reported that teachers were generally satisfied with the content, finding a broad range of depth and maturity levels in the materials available. For each product, information is provided on the producer, hardware needed, price, audience, type of program, copyright date, a brief description, possible uses, strengths, weaknesses, and relevant comments. Producer contact information is given; the courseware evaluation form is appended. (NB)

ED 305 525 CG 021 535
Mellins, Claude A. And Others
Caregiving as a Family Network Event.
Spons Agency—University of Southern California, Los Angeles. Alzheimer's Disease Research Center.
Pub Date—Nov 88
Grant—R01-MH-38244
Note—13p.; Paper presented at the Annual Meeting of the Gerontological Society (41st, San Francisco, CA, November 18-22, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Extended Family, *Family Caregivers, Family Relationship, *Family Role, *Older Adults, Parent Child Relationship, *Social Networks, *Social Support Groups
Caregiving studies often focus on the impaired elder who is the care receiver and the one family member who is perceived as the primary caregiver. Such studies fail to consider all members of the family, whether or not they are involved in providing care. This study was conducted to explore the effects of an elder's health-related dependency on the family network through the eyes of family members other than and including the primary caregiver and care receiver. It focused on the nature of the caregiving experience and the types of changes that family members experience in response to a health-related dependency. Subjects were participants in the University of Southern California's Longitudinal Study of Generations and included 20 families interviewed in 1973, 1985, and 1986. Semi-structured interviews concerned with the health decline of the older family member and the effects on other family members were completed by an average of three to four members per family. The results suggest that: (1) caregiving is often a shared responsibility between either multiple primary caregivers, very involved secondary caregivers, or both; (2) a substantial part of the family network is affected by the experience of caregiving for an older adult; (3) the effects on family relationships are often positive as well as negative; and (4) network effects include altered perspectives about aging, one's own mortality, and other family members. (NB)

ED 305 526 CG 021 536
Lash, Fredrick B.
Problem Solving and the Development of Expertise in Management.
Pub Date—12 Aug 88
Note—24p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrators, *Cognitive Style, *Educational Attainment, *Employment Experience, Foreign Countries, Intelligence, *Knowledge Level, *Problem Solving
Identifiers—Ontario
This study investigated novice and expert problem solving behavior in management to examine the role of domain specific knowledge on problem solving processes. Forty-one middle level marketing managers in a large petrochemical organization provided think aloud protocols in response to two hypothetical management scenarios. Protocol analysis revealed two levels of processing: novice-like processing characterized by serial, piecemeal problem solving, and expert-like processing identified by retrieval of prior knowledge and elaboration of the problem context. Multiple linear regression analysis demonstrated these processing categories to be strongly correlated to level of education and years of managerial experience but not significantly related to general intelligence measures. These findings parallel those of research in other domains. It was concluded that expertise in managerial problem solving is not directly related to general intellectual competencies but rather to the quantity and structure of acquired knowledge within this domain. (Author/NB)

ED 305 527 CG 021 537
Mucowski, Richard Hayden, Robert R.
Adult Children of Alcoholic Parents: Their Roles and Learning Styles.
Pub Date—25 Feb 88
Note—21p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Miami Beach, FL, February 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Children, Adults, *Alcoholism, *Cognitive Style, College Freshmen, Coping, Family Environment, *Family Life, Higher Education, *Parent Background, Parent Child Relationship, Parent Influence, *Role Perception
Identifiers—*Children of Alcoholics
When children are raised in an environment where alcoholism is prominent, certain dysfunctional responses are learned as a way to cope with the challenge of that environment. This study was conducted to examine the learning styles of adult children of alcoholics. Subjects were college freshmen and self-identified adult children of alcoholics (total, N=294) who completed The Children of Alcoholic Screening Test (CAST), the MacAndrew subscale of the Minnesota Multiphasic Personality Inventory, and the Grasha-Riechmann Learning Style Scales (GRLSS). Subjects also provided demographic information and completed the Mucowski Typology Scale, a series of 24 statements describing behaviors of the four types of survivor roles described by Black (1982): the responsible child, the placater, the avoidant child, and the acting out child. Data analysis was able to separate the avoidant and dependent learner types from among the other types of children from alcoholic families. The Mucowski Typology Scale was also able to sort correctly and correlate these two dysfunctional learning styles with two out of the four role types (placater and acting out child). This finding implies that if students with dysfunctional learning styles can be identified early enough within the school context, the ineffective learning styles and behavior patterns which they acquired in the course of their family experiences may be changed. (NB)

ED 305 528 CG 021 538
White, Kathleen M. And Others
Treating Family Violence in a Pediatric Hospital: A Program of Training, Research, and Services.
National Inst. of Mental Health (DHHS), Bethesda, MD. Antisocial and Violent Behavior Branch.

Report No.—DHHS-ADM-87-1504
Pub Date—87
Note—102p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Congressional Sales Office, Washington, DC 20402.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Child Abuse, *Child Neglect, *Family Violence, Hospitalized Children, *Hospital Personnel, Hospitals, *Professional Training, Program Design, *Sexual Abuse

This monograph describes a project developed at Children's Hospital of Boston as an innovative, exemplary program of training, research, and services for the treatment of family violence in a pediatric hospital, with a particular focus on child abuse and neglect. Chapter 1 explains why it is important to study the area of family violence, presenting the view that violence is a family problem and describing several forms of child abuse, including physical abuse, neglect, and sexual abuse. Chapter 2 discusses conceptual and procedural challenges facing family violence service programs. Chapter 3 provides an overview of what is known about family violence, looking at the incidence and causes of family violence, research on pediatric social illness and sexual victimization, issues of defining and labeling, effects of maltreatment and sexual abuse on children, spouse abuse, effective interventions, limitations to research evidence, and service needs. Chapter 4 presents the Children's Hospital Program on Family Violence, describing the Trauma X team, the Family Development Study, the Family Advocacy Program, the Family Development Clinic, the development of a clinical training program, and in-service training. Chapter 5 looks at the model hospital-based training program on family violence, discussing the family violence seminar, the journal group, fellowship program, how to bridge research and practice, and issues in clinical training. Chapter 6 examines professional roles in the service and training program in family violence, and chapter 7 provides conclusions and recommendations. References are included. (NB)

ED 305 529 CG 021 539
Wagnild, Gail Young, Heather
Hardiness among Elderly Women.
Pub Date—Nov 88
Note—12p.; Paper presented at the Annual Meeting of the Gerontological Society (41st, San Francisco, CA, November 18-22, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adjustment (to Environment), *Coping, Females, *Older Adults, *Personality Traits, *Stress Management, *Well Being
Identifiers—*Hardiness

Hardiness has been defined as a mediator in life stress and, within the health/illness context, has been conceptualized as a personality characteristic. This study used a descriptive exploratory design to examine the concept of hardiness among elderly women. The Stress, Appraisal, and Coping model developed by Lazarus and Folkman (1986) was the organizing framework for the study. The Philadelphia Geriatric Center Morale Scale was administered to 24 women between the ages of 67 and 91, and in-depth guided interviews that explored a stressful event and individual responses to the event were conducted with all subjects. Demographic information was also obtained. The findings suggest that most subjects were able to adapt successfully, to continue to have a life purpose, and to restore balance to their lives following a major loss. Five dimensions of hardiness were identified: equanimity, self-efficacy, perseverance, meaningfulness, and existential aloneness. The hardy individual may be able to mobilize coping resources more successfully and use appropriate emotion- and problem-focused coping responses. Subjects were able to cope with stressful events as evidenced by their successful adaptations and high levels of morale. Hardiness may contribute to an understanding of appraisal, coping responses, and adaptation. (Author/NB)

ED 305 530 CG 021 540
Gilewski, Michael J. And Others
Depression and Bereavement in the Elderly.
Pub Date—Nov 88
Note—11p.; Paper presented at the Annual Meeting of the Gerontological Society (41st, San Francisco, CA, November 18-22, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adjustment (to Environment), Death, *Depression (Psychology), *Grief, *Older Adults, Personality Traits
Identifiers—*Bereavement

Bereavement and depression are two clinical problems which are prevalent in elderly persons and which may coincide in older adults. This study was conducted to examine how depression interacts with bereavement status. Data were obtained from 393 adults over the age of 55 who participated at four times of measurement (within 1 month of their spouse's death, and at 6 months, 1 year, and 2 years after their spouse's death) in a study of adaptation to bereavement in the elderly. Subjects were divided into groups based on their bereavement status (spouse survivors of natural deaths, suicides, and non-bereaved controls) and level of depression as measured by the Beck Depression Inventory at Time 1. The results indicated that bereavement status and initial level of depression clearly interacted in successful adaptation to the bereavement process. The elderly survivors of suicide who had moderate to severe depression were the most depressed of any group initially and had the most complications with bereavement over all. Across time, their symptoms decreased in the first 6 months, but relapsed, and sometimes to greater than the initial level, at year 2. The findings suggest that elderly persons with significant clinical depression at the time of a spouse's death are at significant risk for psychological complications during the bereavement process, and that elderly survivors of a spouse's suicide are even more at risk within this depressed group. (Author/NB)

ED 305 531 CG 021 541
Dura, Jaxon R. Kiecolt-Glaser, Janice
Psychiatric Sequelae of Chronic Stress in the Elderly: An Exploration of Alzheimer's Disease Caregivers.
Spons Agency—National Inst. of Mental Health (DHHS), Rockville, MD.
Pub Date—Nov 88
Grant—MH-42096
Note—6p.; Paper presented at the Annual Meeting of the Gerontological Society (41st, San Francisco, CA, November 18-22, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Depression (Psychology), *Family Caregivers, *High Risk Persons, *Mental Health, *Older Adults, Spouses, *Stress Variables, Well Being
Identifiers—*Alzheimers Disease

There is growing evidence that the stress of caring for a relative with Alzheimer's disease may have adverse effects on the caregivers. This study was conducted to explore the mental health consequences of caregiving. Psychological data and mental health status information were obtained from 50 Alzheimer's disease spousal caregivers and from 50 category matched (age, sex, and socioeconomic status) comparison subjects. The results revealed that caregivers had significantly higher rates of depressive disorder while caregiving than the comparison subjects during the same period. Additionally, caregivers had significantly higher current dysphoria as measured by the Hamilton Depression Rating Scale (p.001). The data suggest that certain chronic stressors may be linked to the onset of depressive disorder. As the population continues to age and the number of Alzheimer's disease patients increases, family caregivers may become an increasingly important risk group. (Author/NB)

ED 305 532 CG 021 542
Holahan, Carole K.
The Relationship of Lifetime Achievement Patterns to Life Goals, Activity Participation, Health, and Well-Being among Gifted Aged Women.
Pub Date—20 Nov 88
Note—11p.; Paper presented at the Annual Meeting of the Gerontological Society (41st, San Francisco, CA, November 18-22, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Achievement, Behavior Patterns, Females, *Gifted, *Life Satisfaction, Life Style, Objectives, *Older Adults, *Physical Health, *Well Being

Life goals and commitment are integral to developmental processes and satisfactions in adulthood and aging. Yet the maintenance and pursuit of appropriate goals and commitments during the aging years may pose particular challenges for the individual within the social context of normal aging. This study examined goals, activity participation, and well-being in aging, using data from 293 women in Terman's Study of the Gifted. Subjects responded to a 1982 questionnaire when they were between the ages of 65 and 75, and had also responded to a questionnaire 10 years earlier. Responses to the 1972 survey classified subjects as homemakers, career workers, or job holders. In 1982, subjects responded to questions about life goals, activities, health, and psychological well-being. The results indicated that the career women in the sample were advantaged relative to the homemakers and income workers in regard to their levels of life goals and activity participation. Career women maintained more ambition about excellence in work, even when retired, and reported a significantly higher level of psychological well-being and a marginal tendency to report better health than other subjects. These findings suggest that women's participation in higher level jobs is psychologically beneficial to them, and that, for intellectually able women, the benefits of career pursuits may persist after the formal pursuit of careers has ended. (NB)

ED 305 533 CG 021 543
Maher, Robert
Leadership: Self, School, Community.
National Association of Secondary School Principals, Reston, VA. Div. of Student Activities.
Report No.—ISBN-0-88210-217-6
Pub Date—88
Note—92p.
Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091.
Pub Type— Guides - General (050) — Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—High Schools, High School Students, *Leadership Training, *Personality Development, Program Design, Program Implementation, *School Activities, *Student Leadership

This book describes Character Development and Leadership Training in the School and Community, a high school course instituted at Lakeland High School in Shrub Oak, New York in 1983. It was written to help other educators interested in implementing similar student leadership programs. The developer of the program explains some of his reasons for starting the course, techniques which have proven successful in moving it forward, valuable community resources, and some problems and roadblocks encountered and avoided in the program implementation. Vandalism and loitering in the school are cited as reasons for beginning the program at Lakeland. It is noted that a successful program in character development and leadership training must serve three needs: the improvement of self, of school, and of community. The main objective of the program is to encourage students to better themselves by knowing themselves and the kinds of leadership roles they are best suited to perform; in the course of this development, to better the school as an educational and social community so that the student body will encounter a healthy and supportive atmosphere for their growth as scholars and persons; and, finally, to become involved in established community organizations. Chapters in the book describe student selection for the program, the leadership application, sample exercises and descriptions, committees in action, individual projects, the School Watch Program, special projects, the summer break, teachers, grading, and readings and films. (NB)

ED 305 534 CG 021 544
Floerchinger, Debra S.
Dating Can Be Dangerous: A Program Assessing Student Attitudes on Campus.
Pub Date—88
Note—57p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—College Students, *Dating (Social), Higher Education, *Program Evaluation, *Rape, *Sex Role, *Student Attitudes
Identifiers—Date Rape

The incidence of date or acquaintance rape is well documented on the college campus, and the importance of campus programs on issues such as date rape, communication, alcohol and drug education,

assertiveness, and sex role stereotyping for men and women is indisputable. One program, presented on a small campus during November 1988, presented date/acquaintance rape issues to five academic classes of first-year college students. Fifty female and 55 male students completed a program which consisted of a survey assessing attitudes toward a date/acquaintance rape situation and discussion sentences concerning male and female roles in society. The survey completion was followed by a program of discussion, factual information, and a short videotape. In analyzing the data, only percentages of total responses were computed, by question for males only, females only, and all students. Percentages of responses for both males and females were similar on most questions. While the small sample size and non-random nature of student involvement prevents results from being generalized to other campuses or groups, the survey proved to be a highly effective tool to facilitate program development and discussion. Twelve data tables providing information on student characteristics and responses are included. The program outline, data rape survey questions, student response form, sample forms of discussion sentences, male and female responses to survey questions, male and female responses to sex-role discussion questions, rape myths and facts, legal definitions of rape, ways to avoid rape, and communication in relationships are appended. (Author/NB)

ED 305 535 CG 021 545
Phelps, Randy E.
Child Gender and Mothers' Adjustment in Clinic and Nonclinic Single-Parent Families.
Spons Agency—National Inst. of Mental Health (DHHS), Rockville, MD.
Pub Date—Aug 88
Grant—MH37977; MH41696
Note—17p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adjustment (to Environment), Anxiety, Children, Depression (Psychology), *Divorce, *Fatherless Family, *Mothers, Parent Child Relationship, Personality Traits, *Psychopathology, *Sex Differences
While a number of factors influencing the adjustment of family members following divorce have been studied, the relationship of the child's gender to the custodial mother's adjustment has not received much systematic attention. This study examined the relationship between gender of the eldest child and self-reported psychopathology of the custodial mother in a sample of 90 divorced or separated families. Groups included 38 families referred for outpatient treatment of a child between the ages of 6 and 10 and a comparison group of 52 well-functioning families screened for the absence of child psychopathology. The results indicated that, compared to the mothers in the well-functioning families, mothers of clinic children evidenced significantly greater global psychological distress and symptomatology as well as greater depression and anxiety. Contrary to expectation, mothers of boys had no more adjustment difficulties as a whole than did mothers of girls. However, mothers of clinic-referred girls evidenced greater severity of symptoms than did mothers of clinic-referred boys and mothers of nonclinic children. (Author/NB)

ED 305 536 CG 021 546
Eddowes, Jeannette Rickner
Caregivers of Demented Elders: The Impact of Adult Day Care Service on Reducing Perceived Degree of Burden.
Pub Date—19 Nov 88
Note—13p.; Paper presented at the Annual Meeting of the Gerontological Society (41st, San Francisco, CA, November 18-22, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Day Care, *Behavior Problems, *Family Caregivers, Mental Disorders, Older Adults, Program Effectiveness, *Respite Care, *Social Support Groups, *Stress Variables
Identifiers—*Alzheimers Disease
The New Jersey State Department of Health, Gerontology Program, awarded grants to 32 adult day care centers statewide for the provision of specialized service for victims of Alzheimer's disease and related disorders and their caregivers. The primary goals of the programs were to reduce caregiver burden through providing social supports and to improve the management of dementia behaviors. An ongoing longitudinal study was initiated during the start-up phase of the grant period to examine the impact of adult day care on caregiver burden. Data were collected from a nonprobability sample of clients (N=30) with a confirmed diagnosis of Alzheimer's disease or a related disorder and their caregivers (N=30). Information was obtained using three instruments to measure the caregiver's behavioral status. Demographic data revealed social supports and health and social service utilization. Measurements were taken prior to admission into adult day care and quarterly thereafter over 12 months. Preliminary findings showed strong support for the hypothesis that the degree of burden experienced by caregivers of demented elders is reduced by participation in specialized adult day care programs. (Author/NB)

ED 305 537 CG 021 547
Waldron, Ingrid Lye, Diane
Relationships of Teenage Smoking to Educational Aspirations and Parents' Education.
Pub Date—Aug 88
Note—46p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Aspiration, *Adolescents, Educational Attainment, High Schools, *High School Seniors, *Parent Background, *Smoking, Student Attitudes, Student Behavior, *Student Educational Objectives, White Students
Past research has shown that teenagers with less educated parents and teenagers with lower academic aspirations are more likely than their peers to smoke. This study was conducted to provide additional descriptive data concerning the relationships of smoking to parents' education and students' educational aspirations and to provide preliminary evidence concerning causes of the inverse relationships between smoking and the education variables. Data were obtained for white high school seniors from the 1985 Monitoring the Future survey of high school seniors. The results revealed that students who had less educated parents or lower educational aspirations of their own were more likely to have tried a cigarette, more likely to have adopted cigarette smoking, and less likely to have quit smoking. These students also had more favorable attitudes toward smoking and reported greater acceptance of smoking by their friends. In addition, students with less educated parents or lower educational aspirations appeared to be more rejecting of adult authority and more predisposed to adopt adult behaviors, and these characteristics in turn were associated with smoking more. Multivariate analyses of these data, together with evidence from other studies, support the hypothesis that favorable attitudes toward smoking, social acceptance of smoking, and a tendency to adopt adult behaviors contribute to the higher rates of smoking among students with less educated parents or lower educational aspirations. (Author/NB)

ED 305 538 CG 021 548
Arias, Ileana
Economic, Social, and Psychological Resources as Predictors of Victimization.
Spons Agency—Georgia Univ., Athens. Inst. for Behavioral Research.
Pub Date—Aug 88
Grant—NIMH-MH-35340
Note—18p.; Paper presented at the Annual Meeting of the Society for the Study of Social Problems (38th, Atlanta, GA, August 21-23, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Battered Women, *Economic Factors, *Family Violence, *High Risk Persons, *Predictor Variables, *Psychological Characteristics, *Social Influences, Victims of Crime
While research has identified several factors related to female domestic violence victims, the cross-sectional methodologies used make it difficult to determine whether these factors predispose the individual to victimization. This study used a longitudinal design to assess the predictive power of indices of economic, social, and psychological resources found to be related to victimization among women by previous studies. Individuals engaged to be married for the first time were recruited through newspaper and radio advertisements. Volunteer couples were assessed approximately 1 month before their wedding dates and again 6 months and 18 months after their weddings. Data were obtained from 315 wives at each of the three assessment periods. Eighteen months after their weddings, 80 wives reported being the victims of at least one incident of their husband's physical aggression during the past year. The results support the utility of certain premarital and early marital economic and psychological resources as significant predictors of victimization status and variance in extent of victimization among victimized wives. Women with lower incomes and who were less secure with their jobs and with their economic situations generally were more likely to be victims of their husbands' violence and to experience more frequent and severe domestic violence. Women who were less aggressive, especially in the marriage, and who reported greater negative stress were more likely to be victims and to experience greater severity and frequency of domestic violence. Social support resources did not prove to be significant predictors of victimization. (NB)

ED 305 539 CG 021 549
Korte, Charles Gupta, Vasudha
The Relational Needs of Single Elderly: A Test of Competing Hypotheses.
Pub Date—21 Nov 88
Note—13p.; Paper presented at the Annual Meeting of the Gerontological Society (41st, San Francisco, CA, November 18-22, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Individual Needs, *Interpersonal Relationship, *Intervention, Marital Status, Models, *Older Adults, Peer Relationship, *Social Networks, Social Support Groups, Well Being
Identifiers—*Confidants
Recent research has established that the well-being of older adults is very much influenced by the quality and the quantity of their social relationships and their social support network. Weiss has argued that for adults in general, different relationships are needed to meet the diverse requirements of well-being. In this study the Weiss model was evaluated by examining the influence on well-being of the presence versus absence of a confidant and also the presence versus absence of a peer group of social friends. Home interviews were conducted with a representative sample of 100 widowed, divorced, or separated elderly subjects. The interview measured the presence and significance of any confidant relationship, the existence of a peer group, and well-being measured in terms of morale and fulfillment of relational needs. Persons with a confidant and peer group showed a higher well-being score than those with only a confidant. There were no prominent differences between those with peer group only and confidant only relationships. An intervention program based on the Weiss model was developed in which elderly clients were visited on a weekly basis by a volunteer. Volunteers were trained as either relation builders in the Weiss model or were trained as visitors without the relational strategy training. Statistical analysis did not demonstrate superiority of the relational strategy training, although anecdotal evidence supported it. The study appears to have given limited support to the Weiss model. (ABL)

ED 305 540 CG 021 550
Lee, Bill And Others
An Analysis of Student Dropouts in Selected Mississippi School Districts.
Pub Date—Oct 88
Note—48p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Dropout Prevention, Dropout Programs, *Dropout Rate, *Dropouts, School Counselors, *School Districts, Secondary Education, *Secondary School Students
Identifiers—*Mississippi
School dropouts have been a substantial problem to educators since public education began. This study examined the dropout statistics of selected public schools in the Mississippi Gulf Coast counties of Hancock, Harrison, and Jackson. Subjects included school superintendents (N=29) randomly selected from the 153 Mississippi school districts and educators (N=69) at all levels from the selected Gulf Coast counties. The results supported the hypothesis that there would be no significant difference in the rate of dropouts when comparing

schools in the selected districts with nonrandom districts. Formal dropout prevention programs did not appear to make a significant difference in dropout rates of school districts in the random sample and no significant differences in the dropout rates of the selected school districts and the State of Mississippi were found. The dropout rate of the non-random group was significantly higher than the national rate, while the random group showed no significant differences from the national rate. County school districts had a significantly higher participation in staff development related to dropouts than did municipal districts. There was a significant difference by position as to who was responsible for dropout prevention, and a significant difference in the way county and municipal respondents estimated comparisons of their own dropouts to those of their neighbors. (ABL)

ED 305 541 CG 021 551
Sumowitz, Barbara G. Appleby, George A.
Preventing Volunteer Burn Out Through a Structured Support Network.
Pub Date—23 Aug 88
Note—18p.; Paper presented at the Annual Meeting of the Society for the Study of Social Problems (38th, Atlanta, GA, August 21-23, 1988).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Acquired Immune Deficiency Syndrome, *Burnout, Delivery Systems, *Prevention, *Social Support Groups, Stress Variables, *Volunteers, *Volunteer Training

Communities will need a significant infusion of resources in the future to care for persons with Acquired Immune Deficiency Syndrome (AIDS). The AIDS epidemic has served to confuse the differences between professional and volunteer roles of caregiving and has complicated the original intent of service by each of these groups. Recognition on the part of traditional agencies as well as new AIDS projects that volunteers have a vital function in service delivery is imperative. In fact, volunteers have often served to point the direction of future service roles for professionals. Clearly, the implications are that volunteers must be armed with knowledge and support to carry out their ever changing part in the delivery of care to the severely ill. It is necessary to encourage and support volunteer efforts, as well as to gear their expectations to reality. Internal social support should be offered to avoid volunteer attrition. Grass root organizations, as well as traditional social service agencies, should pay more attention to the social and educational needs of their staff. This attention to personnel will benefit the organization, the clients, and in the long run, the community. (ABL)

ED 305 542 CG 021 552
Wallace, Yolanda Gayles
Increasing Basic Skills Growth through Intergenerational Interaction with Intermediate Level Students.
Pub Date—88
Note—79p.; Ed.D. Practicum, Nova University.
Pub Type— Reports - Research (143) — Dissertations/Theses - Doctoral Dissertations (041)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Basic Skills, *Elementary School Students, *Intergenerational Programs, Intermediate Grades, *Older Adults, *Tutorial Programs, Tutoring

This study examined the need for a program that would enable students in the middle grades to receive additional instruction/assistance in the basic skills outside of the regular classroom situation. The program was designed to assist students in reading, language usage, and mathematics. It sought to develop a model for the intergenerational tutoring program, to modify the program according to the needs of the specific communities, and to implement the program systemwide. Seven tutors and 25 students participated in the program. Staff development training for tutors included tutoring strategies and procedures for skill building. Skills acquisition was achieved through workbook activities and recreational reading. The tutors were expected to use suggested techniques and materials in their tutoring sessions and give feedback to the program supervisor at the end of each class. Results indicated that senior citizens had sufficient basic skills knowledge to tutor students in the middle grades, thereby providing the students with additional opportunities for school success. Students showed growth in the areas in which they were tutored. Tutors and tutees benefited from the experience of participating in the intergenerational tutoring program. (Author/ABL)

ED 305 543 CG 021 553
Chamblin, Catherine
Negotiating the Superwoman Minefield.
Pub Date—89
Note—10p.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cooperation, *Employed Women, Family Life, *Females, Locus of Control, *Personality Traits, Self Esteem, *Stress Variables
Identifiers—*Commitment

Many women today expect themselves to be everything to everybody, simultaneously meeting the expectations of the workplace and the family. This multifaceted lifestyle usually entails trying to meet incompatible demands with the unavoidable outcome of stress. Learning better ways of managing this stress is imperative for both health and happiness. Developing the trait of hardiness and working to replace cynicism with a more constructive, optimistic, and vital outlook seem to be central to more effective coping with stress. Individuals who demonstrate high levels of four personality characteristics (commitment, control, confidence, cooperation) have been found to withstand unusually high levels of life stress without becoming physically or psychologically compromised. Building a sense of commitment involves seeing the world as interesting and benign. It also requires clarifying one's values and resolving ambivalence about lifestyle choices. Enhancing a sense of control requires recognizing how personal choices dictate outcomes. Increasing confidence involves recognizing one's potential for coping and becoming more future- and change-oriented. Seeing change and new demands as potential adventure requires an ability to tolerate risk and failure. Increasing the level of cooperation within a family requires a climate of trust and caring. These suggested activities have worked for many women. (ABL)

ED 305 544 CG 021 554
Training on AIDS for Personnel in Drug Treatment Centres. Report on a WHO Meeting (Bremen, August 26-28, 1987).
Spons Agency—World Health Organization, Copenhagen (Denmark). Regional Office for Europe.
Report No.—ISBN-92-890-1056-8
Pub Date—88
Note—35p.
Available from—WHO Publications Center USA, 49 Sheridan Avenue, Albany, NY 12210.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Acquired Immune Deficiency Syndrome, Counseling Techniques, Counselor Training, Drug Abuse, *Drug Rehabilitation, Foreign Countries, *Rehabilitation Centers, *Staff Development, Staff Role
Identifiers—Europe

This report summarizes findings of a World Health Organization meeting on the topic of training drug treatment center personnel about Acquired Immune Deficiency Syndrome (AIDS). The first section discusses issues surrounding AIDS and drug abusers. Prevalence rates for intravenous drug abusers in various European countries are discussed. Prevention and treatment efforts in Denmark, Norway, France, England, Scotland, and Switzerland are discussed. Staff responses in drug treatment programs dealing with patients with AIDS are described. It is recommended that national and regional agencies consider hiring additional treatment staff to serve the increasing number of clients entering treatment. The second section describes development of training guidelines. Nine components of a training plan are listed. Training guidelines are presented in the following areas: (1) an appropriate and accurate assessment of the need for training; (2) targeting all drug treatment personnel for AIDS training; (3) including a planning committee at the national level; and (4) selecting effective trainers. It is recommended that the curriculum should have three interconnected and interactive parts dealing with facts, such as the transmission of human immune virus and risk reduction; attitudes, including work with staff to relieve their fears about AIDS; and the development of skills such as the ability to impart specific knowledge about AIDS to clients. Eleven specific content areas are described. Issues involved in implementation are discussed, including time commitment, and techniques to be used. (ABL)

ED 305 545 CG 021 555
Newman, J.
What Should We Do about the Highly Mobile Student? A Research Brief.
Educational Service District 189, Mt. Vernon, Wash.
Pub Date—May 88
Note—13p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adjustment (to Environment), Elementary School Students, Elementary Secondary Education, Migrant Children, School Role, Secondary School Students, *Student Mobility, *Student Needs, Teacher Student Relationship, *Transient Children

In view of the statistics on the high degree of mobility in the student population across the United States, it is surprising that there is so little definitive research available on the effects of mobility on the achievement and adjustment of mobile students and so few suggestions to schools about how best to provide educational services to an increasingly transient student population. Mobility studies which have been undertaken indicate that correlations, although not necessarily cause-and-effect relationships, between mobility and poor achievement in language, reading, and mathematics have been found. For successful adaptation to a new school it has been claimed that the child must find an acceptable place among new peers, be able to meet the academic and behavior standards, and be accepted by the teacher. Effective school research has indicated that small focused programs with staff commitment can assist at-risk students. It has been recommended that there be individualized attention for leaving and newly entering students, and that parent handbooks and institutionalized practices be designed to assist children in making adjustments. School counselors can arrange opportunities for students to discuss adjustment problems. Teachers can be prepared to teach children who are culturally different. Services for immigrating groups and the mobile handicapped can be provided. (ABL)

ED 305 546 CG 021 556
Stikes, C. Scully
A Model for an Authentic Human Action System: Implications for Counseling and Therapy.
Pub Date—Mar 89
Note—29p.; Paper presented at the Annual Meeting of the American Association for Counseling and Development (Boston, MA, March 15-18, 1989).
Pub Type— Reports - General (140) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Behavior, *Behavior Theories, *Counseling Theories, *Cross Cultural Training, *Models, *Social Theories

There is a need for a counseling theory that explains and predicts the behavior and activities of all persons. There is an unfulfilled promise of counseling for many persons in this society. Three major criticisms related to the traditional counseling role and process include criticisms of the intrapsychic counseling model, how counseling approaches have developed, and counseling process variables. The authentic multicultural model of human activity attempts to develop an authentic approach. Six components of this model include the sociocultural context, personal and social resources, social processes, personal and social power, missions, and personal and social meanings. The model: (1) addresses the systematic process in which society affects individuals as individuals affect society over time in a multidimensional sociocultural context; (2) addresses human activities, the interaction of organic factors, and environmental factors; (3) is longitudinal, developmental, interactional, descriptive, and explanatory; (4) is anthropological, sociological, and psychological; (5) is intervention oriented; and (6) addresses a systemic analysis and personal analysis along the continuum of human action. (A graph of the authentic behavioral system is included.) (ABL)

ED 305 547 CG 021 557
Yerian, Jean M. Miller, Theodore K., Ed.
Putting the CAS Standards to Work. Training Manual for the CAS Self Assessment Guides.
Council for the Advancement of Standards for Stu-

dent Services/Development Programs.
Pub Date—Jan 89
Note—66p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Higher Education, *Self Evaluation (Groups), *Standards, *Student Development, *Student Personnel Services, Student Personnel Workers

These 18 self-assessment guides and training manual from the Council for the Advancement of Standards (CAS) for Student Services/Development Programs translate the CAS Standards and Guidelines of 1986 into a format for self-study purposes. These self-study guides allow an institution to assure compliance with minimally-acceptable practice, gain an informed perspective on strengths and deficiencies, plan for program improvement, and prepare for review by external evaluators. The training manual outlines these eight steps in using the guides: (1) determine a self-study approach; (2) decide on inclusion of any guidelines; (3) examine criterion statements before making preliminary judgments; (4) identify and summarize evaluative evidence; (5) describe discrepancies between assessment criteria and actual program practice; (6) delineate required corrective actions; (7) recommend any special actions for program enhancement; and (8) prepare a statement of overall action. The self-assessment guides include these functional areas: general-division level; academic advising; admissions programs and services; career planning and placement; college unions; commuter student programs and services; counseling services; disabled student services; fraternity and sorority advising; housing and residential life programs; judicial programs and services; learning assistance programs; minority student programs and services; recreational sports; religious programs; research and evaluation; student activities; and student orientation programs. Described in each self-assessment guide are the standards and guidelines, the roles of documentation and assessment in the self-study process, and the steps for developing a follow-up action plan. The second section of the self-assessment guide is in worksheet format for evaluation. The final section reprints the CAS standards and guidelines for this functional area. An evaluation survey of the self-assessment guides is included. (ABL)

ED 305 548 CG 021 558
Baymur, Feriha
The Importance of Human Relations Education for Promotion of Health and Well-Being among People and Nations of the World.
Pub Date—Aug 88
Note—10p.; Paper presented at the International Council of Psychologists (46th, Singapore, August 21-25, 1988).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cross Cultural Training, Elementary Secondary Education, Foreign Countries, *Health Promotion, *Humanistic Education, *Human Relations, Psychology, Social Integration, *Well Being
Identifiers—*Turkey

Although psychosocial problems have always been a source of concern for mankind, with the vast sociocultural changes brought about by the Industrial Revolution and lately by telecommunication technology, psychosocial issues have become the crucial issue of our time. The increasing complexity of conditions under which people live and work today leads more and more to interpersonal frictions, delinquency, mental illnesses, and alienation of persons and groups from one another. Therefore youth and people in general need to be trained in the skills of interpersonal relations, both in regard to personal growth and for the enhancement of society. A deeper education must be sought than has been provided by the traditional school systems. The function of education should not be limited to imparting knowledge or cultivating intelligence alone. But concurrent with these, schools should be concerned with the social and emotional aspects of development emphasizing the development of interpersonal skills. The major aim should be better self-understanding and more awareness of interpersonal relations. Youth can be helped by counseling services in schools, sensitivity training in schools to foster good human relations between individuals, and teaching of psychology in schools with emphasis on life adjustment. (Author/ABL)

ED 305 549 CG 021 560
Kanter, Arlene S.
Current Issues in Mental Health Law.
Texas Univ., Austin. Hogg Foundation for Mental Health.
Pub Date—89
Note—31p.
Available from—Hogg Foundation for Mental Health, University of Texas, Austin, TX 78713-7998.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Community Services, Deinstitutionalization (of Disabled), *Government Role, *Laws, Legal Responsibility, *Mental Health, Mental Health Programs, *Self Determination, *Trend Analysis

The development of mental health law has been rapid. Courts have recognized new rights and have taken away others. For institutionalized individuals, the exact parameters of the right to treatment and community placement and to refuse medication have begun to be clarified. Yet lack of resources as well as prejudice continue to prevent people with mental illnesses from being truly integrated into our society. In short, the issue of the rights and services to which people are entitled is likely to continue as a major battleground in the years ahead. Yet, as the history of the development of mental health law shows, courts have the potential to become significant players in the effort to develop community-care systems which provide decent conditions for people with mental illness. But it remains for expatients, consumers, family members, health care professionals, lawyers and other advocates to work together to fulfill that potential. One of the greatest challenges is to identify and implement strategies that will expand the availability of effective and quality community services and decent and low-cost housing. Failure to do so may result in either a return to the days of large custodial institutions or the reality of people left to live and die on the streets of our nation's cities. (ABL)

ED 305 550 CG 021 561
Ham, MaryAnne Domokos-Cheng
Counseling Issues with Immigrant Families.
Pub Date—Mar 89
Note—16p.; Paper presented at the Annual Meeting of the American Association for Counseling and Development (Boston, MA, March 15-18, 1989).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Acculturation, Client Characteristics (Human Services), *Counseling Objectives, *Counseling Techniques, *Counselor Client Relationship, *Immigrants

With the dramatic increase of newly arrived immigrants, it is time for counselors to heighten their awareness of the special issues confronting immigrant families and to consider therapeutic paradigms for assisting immigrant families in their assimilation to the United States. Immigration families undergo cultural transition as they migrate from their country of origin to their adopted country. In the three phases of migration (pre-migration, migration, post-migration), the beliefs and traditions of the immigrant families are challenged. In the process of migration, important family and cultural traditions cannot be expressed or acknowledged in a newly adopted country. Although immigrant families may experience stress and often may assess family dysfunction themselves, immigrant families may not seek treament for their members. Counselors will need to know the immigrant family's world view, interpersonal process, family and institutional roles, and customs. Immigrant families not only bring to counseling situations some imminent problem identified either by the immigrants themselves or by some institution that is involved in their daily life, but they carry with them the experiences of their pre-migration, migration, and post-migration experiences. The immigrant family and the counselor must be mutually involved in a process of conversation in order to identify the needs and concerns of the immigrant family. (ABL)

ED 305 551 CG 021 562
Borders, L. DiAnne
A Pragmatic Research Agenda for Investigating Developmental Models of Supervision.
Pub Date—Oct 88
Note—13p.; Paper presented at the Annual Meeting of the Association for Counselor Education and Supervision (St. Louis, MO, October 7-10, 1988).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counseling Theories, *Counselor Evaluation, *Counselor Performance, *Models, *Research Needs, *Supervision, Theory Practice Relationship

Ten years of research on developmental models of supervision in counseling generally support the premises of the models. Nevertheless, very little is known about the conduct of effective supervision. Future research needs to explore the relationship between supervision, trainee outcomes, and trainee type. Supervision should adopt a pragmatic agenda, more directly investigating the relevance of developmental models to the actual practice of supervision. These studies would have the potential for guiding daily interactions with supervisees. Researchers should implement "moratoriums" on three types of research: (1) model-building; (2) self-reports of satisfaction and self-reports of perception of supervision events; and (3) academic settings. Researchers should directly measure actual supervision events, conduct collaborative studies with field supervisors, and work toward a "technology" of developmental supervision interventions. A pragmatic focus does not imply that theoretical questions are unimportant. However, after 10 years of theoretical discussion and empirical reports, little has been contributed to day-to-day supervision activity. Investigations of what actually happens during supervision and of what works with particular supervisors and supervisees can give relevance to developmental models of supervision and enhance the practice of supervision. (ABL)

ED 305 552 CG 021 563
Gerber, Sterling
Responsive Therapy: A Better Frame than Eclectic.
Pub Date—Mar 89
Note—6p.; Paper presented at the Annual Meeting of the American Association for Counseling and Development (Boston, MA, March 15-18, 1989).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Accountability, Counseling Techniques, *Counseling Theories, Counselor Client Relationship, Models, *Phenomenology
Identifiers—*Responsive Therapy

Responsive Therapy is an integrative model that purports to structure the use of a variety of intervention models, each in its own theory-pure context. It is firmly based in phenomenology. Beginning with a phase that relies on critical, universal therapy skills, therapy proceeds through a highly active, hopefully collaborative, intervention phase. While not unique to Responsive Therapy, it espouses avoidance of the Diagnostic Statistical Manual of Mental Disorders-III. Eclectic counseling is the practice of drawing a mixture of techniques from any theoretical persuasions and combining them in unique, creative, or comfortable ways. An eclectic approach is not integrated by theory. The increasing demand for accountability coupled by a questionable priority for doing labels over doing therapy has re-established the preference for the medical model of counseling. The new dilemma contrasts sensitivity to client reality (phenomenological) with accountability of therapeutic interventions (neo-clinical). Responsive Therapy prescribes the following: (1) remove diagnosis from therapy; (2) accomplish initiation, ventilation, and clarification through reliance on universal counseling skills and explore client phenomenal reality in order to identify client circumstances and style; (3) describe client circumstances and styles according to the client's cognitive, affective, and behavioral characteristics; and (4) select active intervention derived from understanding the client style and circumstance. Responsive Therapy provides a philosophy and a structure for enhancing professional accountability. (ABL)

ED 305 553 CG 021 564
Chamblix, Catherine Hartl, Alan
Two-Paycheck Families: Techniques To Ease the Strains and Build the Strengths.
Pub Date—Mar 89
Note—22p.; Paper presented at the Annual Meeting of the Eastern Symposium on Building Family Strengths (5th, University Park, PA, March

28-31, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Client Characteristics (Human Services), Counseling Objectives, *Dual Career Family, *Employed Parents, *Employed Women, Family Problems, Family Structure

American family life is being transformed by both parents increasingly becoming employed. This change has created a need for strategies to assist single-parent and two-paycheck families. Two-paycheck families present problems to clinical psychologists. External demands on these families include the demands of the workplace, children's needs, the needs of aging parents, and household responsibilities. Internal difficulties include guilt, anxiety, alienation, powerlessness, rigidity, anger, and competition. Four factors characterize successful two-paycheck couples: commitment, control, confidence, and cooperation. Commitment involves believing in the choices that you make about how to live your life, and seeing your life as meaningful. Building a sense of commitment involves seing the world as interesting and benign. Control involves experiencing yourself as ultimately responsible for the shape of your life. Enhancing a sense of control requires recognizing how personal choices dictate outcomes. Confidence is the ability to see changes as developmental opportunities, rather than as a threat to security. Increasing confidence involves recognizing one's potential for coping and becoming more future and change oriented. Cooperation involves a mutual approach to solving problems, grounded in an awareness of and respect for others' needs. Increasing the level of cooperation within a family requires a climate of trust and caring. Two-paycheck families are not perfect, but their choices can facilitate the growth and development of all family members in a manner which more closely approximates fairness to all. (ABL)

ED 305 554 CG 021 565
Puff Up the Pirate's Chest. End of the Year Report 1986-87.
Pub Date—87
Note—7p.
Pub Type— Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Dropout Prevention, Educational Improvement, *Excellence in Education, *High Schools, High School Students, *School Community Programs, School Community Relationship, *Volunteers

A grant proposal was developed with the objectives of increasing retention, improving the image, and increasing volunteer participation at a Florida high school, Boca Ciega. The program encompassed 15 strategies to accomplish these objectives, many being new models of school/community relationships. Students were identified in the eighth grade and given the opportunity to enroll in a special alternative program. Students not in the alternative program but who seemed to have school adjustment problems were identified by teachers and placed in an "Adopt-a-Student" program with teachers providing a role model, showing there was someone who cared, helping the students set realistic goals, and enhancing the student's self-esteem. A peer counseling program/youth motivator program is currently being started in which high school students work with middle and elementary school students. A video tape using alumni, military recruiters, and turn-around students to entice students to stay in school is being developed. A data bank of alumni names, addresses, and places of employment is used as a volunteer recruitment tool. Alumni and parents served as youth motivators and tutors. Volunteer hours and numbers increased as the program became established. A newsletter, extra assemblies, facelift, a videotape for civic organizations, and pep club were used to improve the community's image of the school. A magnet school study was undertaken. The Excellence in Education grant program has been a successful addition to Boca Ciega High School. (ABL)

ED 305 555 CG 021 566
Project ARJO-"Academic Recovery through Job Opportunity." Report on First Year of Operation.
Sandy Union High School District 2, OR.
Spons Agency—Department of Education, Washington, DC.
Pub Date—88
Grant—ERI-G860074
Note—53p.; For report on second year of project, see CG 021 567.
Pub Type— Reports - General (140)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Agency Cooperation, *Dropout Programs, Dropouts, *Educationally Disadvantaged, *Employment Opportunities, Excellence in Education, High Risk Students, High Schools, High School Students, *Potential Dropouts

This document reports on the first year of operation of Project ARJO: Academic Recovery through Job Opportunity, a program developed by Sandy Union High School District #2 in Sandy, Oregon under a Title VI Excellence in Education grant from the U.S. Department of Education. The primary objective of Project ARJO is the academic recovery of potential and actual high school dropouts between the ages of 15 and 21 through employment/education linkages. The project's multi-agency approach to achieving this objective is explained, including the development of an off-campus employability skills/job search office, the cooperation of social service agencies, and the use of the resources of Sandy Union High School, particularly the Career Development Center. The population of academically disadvantaged and at-risk students targeted by the project is described and three educational alternatives offered to participants are discussed. This report provides a review of the philosophy, methodology, and day-to-day procedures which were used to develop and operate the program. It contains sections on the background of Project ARJO, a detailed discussion of the treatment process used, the Sandy Union High School Career Development Center, qualitative results of Project ARJO, program responses and adaptation to local conditions, and quantitative outcomes of the project. (NB)

ED 305 556 CG 021 567
Knepper, Gary
Project ARJO-"Academic Recovery through Job Opportunity." Report on Second Year of Operation.
Sandy Union High School District 2, OR.
Spons Agency—Department of Education, Washington, DC.
Pub Date—88
Grant—ERI-G860074
Note—19p.; For report on first year of project, see CG 021 566.
Pub Type— Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Agency Cooperation, *Dropout Programs, Dropouts, Educationally Disadvantaged, *Employment Opportunities, Excellence in Education, High Risk Students, High Schools, High School Students, *Potential Dropouts, Program Evaluation

This document reports on the second year of operation of Project ARJO: Academic Recovery through Job Opportunity, a program developed by Sandy Union High School District #2 in Sandy, Oregon under a Title VI Excellence in Education grant from the U.S. Department of Education. The primary objective of Project ARJO is the academic recovery of potential and actual high school dropouts between the ages of 15 and 21 through employment/education linkages. The project's multi-agency approach to achieving this objective is explained, the population of academically disadvantaged and at-risk students targeted by the project is described, and three educational alternatives offered to participants are discussed. This report notes that the Job Club/Shared Praxis philosophy and behavior modification techniques initiated in Project ARJO's first year of operation continued to form the basis of the operation during the second year, and that the linkages with the Career Development Center at Sandy Union High School were retained. Local budget problems andf funding concerns are discussed, employment statistics and educational outcomes for the program participants are given, and results of a client follow-up survey are presented. It is concluded that Project ARJO has been effective in retaining at-risk youth in the educational system. Relevant newspaper articles about the project are appended. (NB)

ED 305 557 CG 021 568
Hamon, Raeann R.
Filial Responsibility Expectations among Adult Child-Older Parent Pairs.
Pub Date—Nov 88
Note—35p.; Paper presented at the Annual Meeting of the Gerontological Society (41st, San Francisco, CA, November 18-22, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adult Children, Congruence (Psychology), Expectation, Helping Relationship, *Older Adults, *Parent Attitudes, *Parent Child Relationship, Proximity, *Social Support Groups
Identifiers—*Family Responsibility, *Filial Responsibility

As the American population continues to age, more and more adult children and their elderly parents are examining their beliefs about what constitutes appropriate filial behavior. This study was conducted to investigate filial responsibility expectations endorsed by a randomly selected sample of 144 elder parent-adult child pairs from the Harrisburg area of Pennsylvania. Descriptive statistics suggest that most older parents and adult children interpreted the filial role to include a great deal of emotional support and discussion of important matters and available resources. Both generations perceived living close and writing letters to parents on a weekly basis as less important. Parents were more likely to disapprove of receiving financial assistance from children, living with children, and having children adjust their work schedules to help them than were their offspring. Robinson's statistical measure of agreement, which examined the amount of consensus between generations, revealed that there was a moderate level of agreement between parents and their children on filial responsibility expectations. Multiple regression analyses indicated that amount of agreement on filial norms did not have an impact on parental well-being. (Author/NB)

ED 305 558 CG 021 569
Loke, Wing Hong
Human Judgment and Decision Making: Models and Applications.
Pub Date—Aug 88
Note—20p.; Paper presented at the Annual Meeting of the International Council of Psychologists (46th, Singapore, August 21-25, 1988).
Pub Type— Reports - General (140) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Decision Making, *Evaluative Thinking, Foreign Countries, *Models, *Theory Practice Relationship
Identifiers—*Singapore

This document notes that researchers study the processes involved in judgment and decision making and prescribe theories and models that reflect the behavior of the decision makers. It addresses the various models that are used to represent judgment and decision making, with particular interest in models that more accurately represent human behavior. Two types of models of judgment and decision making are discussed: those that focus on the development and application of normative decision rules based on formal, logical analyses derived from economic or statistical considerations; and those that focus on how people actually go about making judgments and decisions. While the first type of model examined assumes that humans are rational decision makers, the second type of model emphasizes the interaction of the processes involved in judgment and decision making. Models of judgment and decision making are reviewed with emphasis on the methods used to study them. Descriptive models are described with specific reference to think-aloud protocol, regression analysis, and heuristic strategies. The paper provides the rationale for each model and evaluates the method based on the particular model. It concludes that methods such as information integration, policy capturing, and heuristics remain useful in the investigation of judgment and decision making, but that other methods such as the multiple cue probability learning method and the dynamic decision making method may not be applicable. (NB)

ED 305 559 CG 021 570
Kahn, Beverly B. Kahn, Wallace J.
Expressive Writing in Counseling: Student Authored Books.
Pub Date—Mar 89
Note—9p.; Paper presented at the Annual Meeting of the American Association for Counseling and Development (Boston, MA, March 15-18, 1989).
Pub Type— Speeches/Meeting Papers (150) — Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, Authors, Children, Classroom Techniques, *Counseling Techniques,

*Descriptive Writing, Elementary Secondary Education, *Emotional Adjustment, *Family Problems, Group Counseling, Individual Counseling, School Counseling, *Writing (Composition)

This document describes and illustrates an approach to expressive writing which employs student-authored books–"I Am The Author Books" (ITABs)–for use in individual and group counseling with children. It begins with a brief review of pertinent literature on expressive writing as a counseling intervention, and then describes experiences with ITABs. A case example describing the writing of a book on death and loss by a fourth-grade girl whose young sister died in a home accident is used to illustrate the technique. Following this example, other possible uses for ITABs are discussed and examples of other types of problems children can write about are given. The need to alter the format and process depending on the client's age, counseling needs, learning style, and perception of self is acknowledged. The tendency for young children to be highly receptive to this counseling technique is described and it is suggested that authoring a book helps these children to feel important, provides a medium with which they are familiar and comfortable, gives them the feeling that they are helping others, allows them to nurture "native imagery" through creative energy, and leads to self-discovery through self-expression. The resistance to ITABs by older children and young adolescents is discussed and strategies counselors can use to assuage this resistance are listed. The use of ITABs in group sessions or with an entire class is discussed. (NB)

ED 305 560 CG 021 571
Nickerson, Eileen T.
Mothers and Daughters/Daughters and Mothers: An Unbroken Cycle in Female Development.
Pub Date—Mar 89
Note—18p.; Paper presented at the Annual Meeting of the American Association of Counseling and Development (Boston, MA, March 15-18, 1989).
Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Children, Adult Development, Aging (Individuals), Child Development, *Daughters, Friendship, *Mothers, *Parent Child Relationship, *Social Support Groups

This document begins by noting that during the first half of this century, the relationship of mothers and daughters existed under a cloud of suspicion, and that only recently has this relationship been deemed worthy of reflection and study. It surveys the research and theoretical literature on the mother-daughter relationship, delineates the crucial nature of this relationship as it pertains to female development, and highlights aspects of this relationship meriting further study. It recognizes that the concentration on the extremes of the life span–the daughter in childhood, the mother in old age–has tended to distort views of the mother-daughter relationship during the adult years. The most significant findings reported are that for the overwhelming majority of women, mothers impact significantly and positively on their daughters' lives. It is suggested that the mother-daughter relationship begins as a close and supportive one and that, despite the male, androcentric insistence on separation and the viscissitudes of adolescence, ends up being such that mothers and their adult daughters often view each other as best friends and significant sources of mutual esteem and support. It is concluded that mother-daughter relationships remain an unbroken cycle of connectedness and caring in female development. (Author/NB)

ED 305 561 CG 021 572
Hutchinson, Laetitia C.
How Many Parents? Support for Stepfamilies.
Pub Date—Mar 89
Note—10p.; Paper presented at the Annual Meeting of the American Association of Counseling and Development (Boston, MA, March 15-18, 1989).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Adjustment (to Environment), *Family Life, *Family Problems, Family Structure, Individual Needs, Parent Child Relationship, *Social Support Groups, *Stepfamily

In today's society, there are numerous types of family structure and each tends to be known by its own stereotypical pattern. Approximately 30% of American families can be classified as stepfamilies. Stepfamilies have their own set of family dynamics and problems faced by each member of the family. An estimated 40% of second marriages end in divorce within 4 years, and this may be attributed in part to the myths on which numerous stepfamilies are based and upon which they attempt to function on a daily basis. These include the myths that: (1) stepfamilies can and should function just like a nuclear family; (2) stepfamilies are created instantly; (3) children readily adapt to stepfamily living; (4) love happens instantly; and (5) stepmothers are wicked. As one examines the stepfamily as it exists today with the increasing numbers of people involved and the high rate of failure, it becomes apparent that counselors need to become more involved and offer the support these families need. There are several ways that counselors can provide therapy for troubled stepfamilies and prevention programs for new stepfamilies. Counselors can be instrumental in setting up support groups for stepparents and providing stepfamilies with techniques to encourage them to face their problems and learn adjustment skills that will lead to healthy family functioning. (NB)

ED 305 562 CG 021 573
Mau, Wei-Cheng
An International Student's Perspective on Counselor Education.
Pub Date—Mar 89
Note—9p.; Paper presented at the Annual Meeting of the American Association of Counseling and Development (Boston, MA, March 15-18, 1989).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counselor Training, *Cross Cultural Training, Foreign Countries, *Foreign Students, Graduate Students, Higher Education, *Relevance (Education), *Student Attitudes
Identifiers—*Taiwan

In this paper, a graduate student from Taiwan completing a counselor education program at the University of Iowa, comments on his counselor training in the United States and explains how that training has prepared him to work within his own culture. Adjustments which must be made in transferring knowledge gained in the American counselor education program to practice in Taiwan are considered, and the usefulness of different counseling techniques and approaches in working with Taiwanese clients is explained. Other areas discussed include the shortage of counselors in Taiwan, the need for more professionally trained counselors, the usefulness of group counseling, and the importance of career development counseling as people in Taiwan have more freedom to choose careers than they had in the past. The need for counselors in Taiwan to gain more professional identity, develop their own counseling programs, educate people about counseling resources, conduct research within their own culture, and develop their own theoretical counseling approaches are examined. In discussing how counselor education programs in the United States might better serve international students, it is suggested that a more flexible practicum requirement that would allow international students to work in their own countries or cultural settings might be useful and that that counseling programs could be modified to become more global, responsive, and receptive to the needs of all people around the world. (NB)

ED 305 563 CG 021 574
Beck, Terrence D. And Others
Training Field Supervisors for Adult Counseling Situations.
Pub Date—Mar 89
Note—37p.; Paper presented at the Annual Meeting of the American Association of Counseling and Development (Boston, MA, March 15-18, 1989).
Pub Type— Guides - General (050) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Counselor Training, Field Experience Programs, Graduate Students, Higher Education, *Practicums, *Practicum Supervision, *Supervisory Training

Supervising new counselors is a serious and important task; the quality of initial supervisory experiences on the development and competence of a counseling intern or new counseling professional may directly impact that individual's subsequent effectiveness with clients. With the increasing practicum/internship requirements recommended by the Council for Accreditation of Counseling and Related Educational Programs, the critical nature of the field experience becomes even further magnified. Surveys have indicated that most field supervisors have no formal training in supervision, and most have little contact with the intern's academic supervisor. A continuing challenge to counselor educators is the development of supervision training programs that could provide for the continuing education and development of practicing counselors in the areas necessary to prepare them as supervisors. There are a number of models available for supervision. Unfortunately, most of these are applied in training doctoral-level students; specific training in supervision methods is lacking in most work settings. The support of the agency director or administrator, an orientation to supervision, and an agreement for continued contact are three elements necessary to initiate a better relationship between the university and the field supervisors. (Three sets of recommendations are included which are designed to represent the viewpoints of the university professors, the field supervisors, and the student trainees.) (NB)

ED 305 564 CG 021 575
Chiariello, Michael V. Chiariello, Judith M.
Ethics and Therapeutics: The Treatment of Victims of Child Sexual Abuse.
Pub Date—Mar 89
Note—15p.; Paper presented at the Annual Meeting of the American Association of Counseling and Development (Boston, MA, March 15-18, 1989).
Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Beliefs, *Child Abuse, Children, *Counseling Techniques, *Moral Values, Public Policy, Research Needs, *Sexual Abuse, *Victims of Crime

This paper examines the moral presuppositions of public policy and professional practice concerned with the sexual victimization of children by adults. It begins with an overview of the problem of child sexual abuse and a set of 10 generalizations drawn from research on both clinical and non-clinical samples of victims. Three responsibilities which need to be undertaken by researchers and clinicians are proposed: (1) that they develop a better understanding of the moral-ideological background of current interest in the problem of child sexual abuse; (2) that they acknowledge those facts which might conflict with their own moral presuppositions and challenge those beliefs which impede a proper understanding of the victim; and (3) that they put the victim's needs and perceptions at the head of their treatment priorities, thereby challenging themselves to be more critical of their professional response to reports of child sexual abuse. Research is reviewed in the areas of moral-ideological background, the question of harm, treatment issues, and implications for moral theory. The report concludes that professionals who work with victims of child sexual abuse must respect the personhood of the child as a moral absolute, must always work to minimize the harm which a child suffers from abuse, and must ensure that the child's opinions and perceptions of victimization are respected. (NB)

ED 305 565 CG 021 576
Savickas, Mark
Work and Love: Life's Two Passions.
Pub Date—Mar 89
Note—16p.; Paper presented at the Annual Meeting of the American Association of Counseling and Development (Boston, MA, March 15-18, 1989).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Development, *Career Counseling, *Careers, *Counselor Role, Family Relationship, Interpersonal Relationship, *Work Attitudes
Identifiers—*Love

Counselors often deal with the meaning of work and love as they help clients to manage or modify their lives. This is especially true for counselors involved in career interventions such as career education programs, vocational guidance and counseling, work adjustment counseling, occupational health counseling, and retirement planning workshops. All

of these interventions address the meaning of work and love, although they vary in emphasis. Explicit attention to the meaning of work and love can benefit almost every person in individual career counseling, group vocational guidance, or career development workshops and classes. Counselors should consider their client's views of work and love, helping clients to self-explore the meaning of work and love and how this meaning relates to the developmental challenges or personal problems which the client brings to counseling. This paper presents a rationale for asking people to examine what work and love mean to them. It describes various methods for eliciting the personal meaning of work and love, teaching the social meaning of work and love, and creating new meaning. To illustrate the approach used in creating new meaning, nine sample cases are briefly presented. A table illustrating Robert Sternberg's contrasts between work and love, and a list of recommended readings are included. (NB)

ED 305 566 CG 021 577
Giblin, Nan Ryan, Frances
Reaching the Child's Perception of Death.
Pub Date—17 Mar 89
Note—10p.; Paper presented at the Annual Meeting of the American Association of Counseling and Development (Boston, MA, March 15-18, 1989).
Pub Type— Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Child Development, *Childhood Attitudes, *Cognitive Development, *Death, Developmental Stages, *Emotional Adjustment, *Grief

This paper asserts that the most common mistake that adults make when relating to children who are grieving is to assume that children think like adults. It presents an outline of children's perceptions of death for children between the ages of 1 and 3, and for 4-year-olds, 5-year-olds, 6-year-olds, 7-year-olds, 8-year-olds, and 10-year-olds. The outline and examples of children's perceptions of death at various ages are used to illustrate that children have a different approach to grieving than do adults. Several approaches are discussed which can help adults reach the child's perception of death and talk about death in a meaningful way. These include reaching preschool children in their perceptions through play therapy; anecdotal records including structuring, nurturing, challenging, and intruding functions; the Sentence Completion Test; and the Thematic Photograph Book; and for adolescents a model One Session Grief Counseling Group. The paper concludes with the hope that reaching the child's perception of death will lead to other creative strategies for assisting children who must deal with death. (NB)

ED 305 567 CG 021 578
Gauchat, Juliet
Becoming a Mother-In-Law: A Complex Task in Parenting an Adult Daughter.
Pub Date—Mar 89
Note—20p.; Paper presented at the Annual Meeting of the American Association of Counseling and Development (Boston, MA, March 15-18, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Children, Adult Development, Daughters, *Marriage, *Mothers, *Parent Child Relationship
Identifiers—*Mothers in Law

Becoming a mother-in-law is a challenging task but one which has received little serious attention from theorists and researchers. In Family Life Cycle developmental theory, this stage has been referred to as a post-parenting phase. In Family and Couple Developmental Theory, emphasis is placed on the need of the individual or couple to separate from families of origin. In this context, theorists and therapists advise mothers to step back gracefully and to divert their energies elsewhere. An exploratory study was conducted which involved interviews with 24 mothers whose daughters had married not longer than 10 years ago. A significant finding of the study was that the mothers appeared to have an ongoing parenting role during the phase of their daughters' growing relationship with their future husbands, and during the earlier years of marriage. Subjects' descriptions challenge the notion of a non-existent or static role during this phase, and also challenge the emphasis in Developmental Theory on separation and individuation. During the last decade, feminist researchers, clinicians, and scholars have questioned this emphasis in their description of women's development. Surrey (1985) used the construct "relationship differentiation" as a contrast to the idea of separation/individuation. There is a clear congruence between Surrey's concept of developmental relationship differentiation and the description given by the research subjects of their relationships with their adult daughters. (Author/NB)

ED 305 568 CG 021 579
Kampfe, Charlene Weidl, Lois C.
Coping Strategies and Life Satisfaction of Older Persons in Residential Relocation.
Pub Date—18 Mar 89
Note—9p.; Paper presented at the Annual Meeting of the American Association of Counseling and Development (Boston, MA, March 15-18, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adjustment (to Environment), *Coping, *Life Satisfaction, Locus of Control, *Older Adults, Personality Traits, *Relocation, *Stress Management, Stress Variables

Research on residential relocation has reported mixed findings on the impact of such relocation on psychological well-being. Theorists have postulated that one's perception of an event will influence one's response to it and that response will influence the outcome. This study examined older persons' reactions to a residential relocation based on this cognitive phenomenological theory. Subjects were 75 white, upper middle class persons who were 75 years of age or older and who had recently moved from one level of independence to another within a church-related retirement center. Subjects completed the revised Ways of Coping Checklist, the Life Satisfaction Index-Z, and investigator-designed questions to obtain data on conditioning variables and perceptions of the relocation. The results revealed that 80% of respondents perceived their relocation as a somewhat or very significant event in their lives. Most believed they had somewhat to very much control over whether to make the move and over what was happening in their lives at the time of the interview. Most of the conditioning variables examined seemed to have little influence on perceptions, coping strategies, and life satisfaction; however, the degree of independence associated with the new residence and distance from family members did show evidence of influencing some perceptions and some coping strategies. Perceptions of the relocation seemed to relate only to the specific coping strategies of wishful thinking and avoidance. Other findings suggest that, although perceptions did not relate to most of the coping strategies, they may have a direct relationship to life satisfaction. (NB)

ED 305 569 CG 021 580
Hanold, Eleanor Johnson
The Forgotten Children-Siblings of the Handicapped: A Family Systems Perspective.
Pub Date—Mar 89
Note—12p.; Paper presented at the Annual Meeting of the American Association of Counseling and Development (Boston, MA, March 15-18, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adjustment (to Environment), Children, Coping, *Disabilities, *Family Relationship, Sibling Relationship, *Siblings
Identifiers—*Child Health

This study examined dynamics of families with handicapped children by focusing on the emotional, intellectual, and behavioral manner in which the undiagnosed siblings experience the diagnosis and existence of a brother's or sister's handicap within the context of their families. Subjects were 8 socioeconomically middle class families consisting of an intact marital dyad; a diagnosed child between the ages of 6 and 18 who was enrolled in school; and between one and three undiagnosed siblings, at least one of whom was age 12 or older. Participating members included 16 parents, 1 grandfather, 8 diagnosed children, and 14 undiagnosed siblings. Handicaps of diagnosed siblings included autism, Down's syndrome, Tourette's syndrome, learning disabilities, juvenile rheumatoid arthritis, spina bifida, and blindness. Data collection consisted of direct observations and intensive interviews. The data analysis identified15 patterns among the families and revealed 12 unanticipated insights. Among these insights were the findings that: (1) undiagnosed siblings emphasized the normal aspects of their handicapped sibling more than the parents did; (2) the later in the disabled child's development that the diagnosis was made, the more devastating appeared to be its effects on family members' adjustment; and (3) undiagnosed siblings were often curious enough about their sibling's handicap to undertake personal research about it. Data also revealed that in no case had a professional person interacted or communicated with an undiagnosed sibling at any length. Fathers' needs for information and communication about how to care for their handicapped child seemed to have been overlooked by professionals as well. These findings have implications for both research and practice. (NB)

ED 305 570 CG 021 581
Bolton, Christopher Camp, Delpha J.
Measuring the Outcomes of Grief Work.
Pub Date—Nov 88
Note—13p.; Paper presented at the Annual Meeting of the Gerontological Society (41st, San Francisco, CA, November 18-22, 1988). Supported by a grant from the National Information and Research Center.
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Affective Measures, Coping, *Death, *Emotional Adjustment, *Grief, *Test Construction
Identifiers—*Oregon Bereavement Status Questionnaire

This report describes a follow-up project based on prior research which demonstrated a possible link between post-funeral rituals and grief work. It notes that, while the degree of association between rituals and grief work was marginally statistically significant, the degree to which ritual directly influences "successful" grief work remains unclear. The absence of a reliable and valid measure that demonstrates the progressive accomplishment of the tasks of grieving is cited as a major impediment to carrying out research that demonstrates a direct relationship between post-funeral ritual acts and successful grief work. The steps involved in the construction of the prototype Oregon Bereavement Status Questionnaire, an instrument which focused on the concepts provided by experts regarding grief work and which identified the tasks of grieving, are reviewed. A literature review, a thorough item development and trial process, and a field trial with 125 individuals at various stages of grieving are discussed. It is reported that the 46-item Oregon Bereavement Status Questionnaire yielded a reliability coefficient of .75, and that a factor analysis utilizing a principal components method with varimax rotation was employed. The results of these analyses and proposed next steps are discussed. (Author/NB)

ED 305 571 CG 021 582
Burgio, Maria R. Trpanski, Mandy
Comparing the Social Support Systems and Friendship Expectancies of Young Adults and Older Adults.
Spons Agency—Syracuse Univ., Utica, NY. Utica Coll.
Pub Date—Nov 88
Grant—151-6014-6-047
Note—38p.; Paper presented at the Annual Meeting of the Gerontological Society (41st, San Francisco, CA, November 18-22, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adult Development, *Age Differences, Comparative Analysis, *Family Role, *Friendship, Higher Education, *Life Satisfaction, Older Adults, Peer Relationship, Social Networks, *Social Support Groups, Undergraduate Students, Well Being, Young Adults

Some research suggests that sources of social support change through the lifespan. Given that the support network changes because of both the individual's needs and the particular life stage of the individual, peer relationships may emerge as crucial sources of emotional support at different times in the lifespan. This study examined friend and family relationships of 142 older adults and 38 young adult college students who completed a self-report questionnaire measuring friendship expectancies, demographic backgrounds, health status, global life satisfaction, and interpersonal affect. Subjects also

completed the Network Analysis Profile which measured the quantitative and qualitative aspects of both family and friend relationships. The results revealed that young and older adults were not similar in the support they acquired from close kin and close friends; older adults' support friends influenced positive affective states but not life satisfaction while young adults' support friends were just as important as support family for life satisfaction with neither relationship influencing affect. Young and older adults were not similarly affected by interacting within their entire friendship network. Finally, older and younger adults differed in how their cognitive assessments mediated interaction outcomes. These findings suggest that psychological well-being is multidimensional through the lifespan and that achieving well-being may be contingent upon receiving specific support which assists in dealing with the particular life stage tasks. (NB)

ED 305 572 CG 021 583
Horacek, Bruce J.
Problems with Current Models of Grieving and Consequences for Older Persons.
Pub Date—Nov 88
Note—10p.; Paper presented at the Annual Meeting of the Gerontological Society (41st, San Francisco, CA, November 18-22, 1988).
Pub Type— Information Analyses (070) — Reports - General (140) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Death, Depression (Psychology), Emotional Adjustment, *Grief, *Models, *Older Adults, Psychological Patterns, *Trend Analysis
Classical models of the grieving process include Freud's concept of withdrawal of ties to the love object called decathexis, and Lindemann's emancipation from the bondage to the deceased involving adjusting to the loss in one's environment and the ability to form new relationships. Most of the models and explanations of the grieving process over the past 20 years are derived from the work of Freud and Lindemann. Recent research has challenged previous work, finding that grief from major losses may never completely end, but that the bereaved learn to live with an "empty space" in their lives. These new conclusions affect the grieving process of older persons. Grief reactions such as confusion, depression, and preoccupation with thoughts of the deceased might be mistaken for other conditions that affect the elderly such as dementias or other forms of depression and deterioration. The elderly are more prone to bereavement overload or multiple losses which could push an older person over the line of unbearability. These social expectations can aggravate older persons' grief: (1) elderly people should show a "stiff upper lip" about their losses since they should expect losses; (2) society seems uncomfortable with strong outward displays of mourning; and (3) the mourning process is becoming "deritualized" with rituals becoming briefer, simpler, and more private--a trend that could reduce the solace and support that the elderly receive from such rituals. (ABL)

ED 305 573 CG 021 584
Forster, Jerald R.
Rationale of the Dependable Strengths Articulation Process.
Pub Date—Mar 89
Note—12p.; Paper presented at the Annual Meeting of the American Association of Counseling and Development (Boston, MA, March 15-18, 1989).
Pub Type— Reports - General (140) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Coping, Counseling Theories, *Individual Power, Intervention, *Personal Autonomy, *Psychological Patterns, Self Esteem
Identifiers—*Dependable Strengths Articulation Process
The Dependable Strengths Articulation Process (DSAP) is a systematic intervention which enables individuals to recognize, articulate, communicate, and use their Dependable Strengths. Dependable Strengths are those personal strengths that are clearly established and owned by the individual. They can earn the Dependable Strengths designation by satisfying these criteria: (1) they have been used in at least three different Good Experiences; (2) they can usually be traced back to childhood; and (3) the owner wants to use them in future activities. Good Experiences occur when one feels one has done something well, enjoyed doing it, and takes some pride in it. The DSAP model can be used to focus on the effects of the weight given the person's meaningful constructs. If the weighting factor is stressed, then methods designed to change self-esteem would seek to increase the weighting of those constructs known to be related to the person's Dependable Strengths. The intended outcomes of the DSAP include a revised self-identity and increased self-esteem. Assumptions underlying the DSAP include the following: individuals and modern society are complex; a person's self-identity depends upon the particular qualities attended to by the person when the individual is aware of the self; and if the person rates highly on valued qualities the person will have high self-esteem and continue to seek growth and mastery. (ABL)

ED 305 574 CG 021 585
McMurrer, James E., Jr.
Initial Intervention Outcomes of the Dependable Strengths Project.
Pub Date—Mar 89
Note—17p.; Paper presented at the Annual Meeting of the American Association of Counseling and Development (Boston, MA, March 15-18, 1989).
Pub Type— Reports - Evaluative (142) — Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Career Planning, College Graduates, College Students, *Coping, *Counseling Effectiveness, Counseling Theories, Government Employees, Higher Education, Individual Power, Intervention, *Personal Autonomy, *Psychological Patterns, *Self Esteem, Teachers
Identifiers—*Dependable Strengths Articulation Process
Dependable Strengths Articulation Process (DSAP) is a self-development process designed to facilitate positive self-constructions and improved personal functioning. This study examined the effectiveness of DSAP interventions. Participants (N=30) were college graduates who had expressed a desire to improve their educational and career planning and decision-making skills. Participants completed the Adjective Check List (ACL) before and after the DSAP workshops. Results showed significant changes in the expected direction for all but one of the ACL scales. The second evaluation included career exploration clients (N=17) of students enrolled in a graduate career counseling course who completed a modified version of the DSAP. Four of seven ACL scales completed showed changes in the expected direction. The third evaluation included federal government employees (N=27) who participated in a career planning workshop based on DSAP concepts. Participants described themselves as having more self-confidence. The fourth evaluation included teachers (N=22) enrolled in a summer course based on DSAP concepts designed to help them improve the motivation to achieve and the self-esteem of their students. Results showed teachers used a higher proportion of favorable adjectives and a lower proportion of unfavorable adjectives to describe themselves at the end of the course than at the beginning. In the final evaluation a comparison group of university students (N=33) in a course for prospective teachers completed the ACL on two occasions; the comparison group did not show significant changes in ACL scores. (ABL)

ED 305 575 CG 021 586
Haldane, Bernard Johnson
The Dependable Strengths Articulation Process: How It Works.
Pub Date—16 Mar 89
Note—13p.; Paper presented at the Annual Meeting of the American Association of Counseling and Development (Boston, MA, March 15-18, 1989).
Pub Type— Guides - General (050) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Counseling, *Coping, Counseling Theories, Individual Power, *Intervention, *Personal Autonomy, *Psychological Patterns, Self Esteem
Identifiers—*Dependable Strengths Articulation Process
Dependable Strengths Articulation Process (DSAP) is a self-development process designed to facilitate positive self-constructions and improved personal functioning through a systematic intervention that enables participants to recognize, articulate, communicate and use their Dependable Strengths. Because it is a peer-assisted process, each participant experiences a degree of interdependency. In a seminar or workshop, short exercises are given to illuminate some ways in which research, technology and financial changes impact each person's life. Participants recall experiences which have come close to being self-actualizing and which are named "good experiences." Good experiences are prioritized for top importance. In support teams, while one participant describes how he/she went about making the good experiences happen, the others write down strengths they hear the person describing. Participants write reports describing how they operate at their best, what strengths are used, and how they combine in career developing activities. In shorter exercises, participants study past achievements and accomplishments. The outcomes of DSAP indicate that it is at least as effective and less costly to individualize such counseling in groups. Perhaps a new time has arrived for career and life planning. (An appendix provides a guide for an intervention process which teaches students to appreciate their Dependable Strengths and the potential value of this knowledge for their future development. Seven stages are described.) (ABL)

ED 305 576 CG 021 587
The Cutting Edge: R & D Products Serving At-Risk Youth--2. Special Topic Issue.
Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—Oct 88
Contract—400-86-0005
Note—27p.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Dropout Prevention, *Educational Environment, Educationally Disadvantaged, Elementary School Students, Elementary Secondary Education, *High Risk Students, Research and Development, Secondary School Students, *Skill Development
Research reports and program descriptions for serving at-risk youth are summarized in this document. For each report or description, a one-page summary is provided. Six summaries are provided on the topic of meeting/recognizing diversity in today's students; eight summaries on the topic of keeping students in school; four summaries on the topic of building student skills; and four summaries on the topic of establishing a good school climate. (ABL)

ED 305 577 CG 021 588
Kline, Susan
Jail Inmates 1987. Bureau of Justice Statistics Bulletin.
Department of Justice, Washington, D.C. Bureau of Justice Statistics.
Report No.—NCJ-114319
Pub Date—Dec 88
Note—9p.
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Correctional Institutions, *Criminals, *Prisoners, *Trend Analysis
This bulletin presents findings from the fifth Annual Survey of Jails. The survey was developed to provide an estimate of the country's jail inmate population in the years between National Jail Censuses which are conducted every 5 years, the last being in 1983. These findings are summarized: (1) at midyear 1987 local jails held 295,873 inmates, an 8% increase over the previous year; (2) the average daily population was 290,300, an increase of 9% from 1986; (3) on June 30, 1987 convicted inmates made up 48% of the adults with a known conviction status; (4) males accounted for 92% of the jail inmate population, with the number of adult female inmates in local jails increasing 53% since 1983; (5) during the year ending June 30, 1987 there were an estimated 17 million admissions and releases from local jails; (6) the number of jail inmates increased 32% since 1983, while the total rated capacity of the nation's jails rose 15%; (7) on June 30, 1987 over 75% of the nation's jail population was housed in jails of 358 jurisdictions, each with an average daily population of at least 100 inmates; (8) approximately 87% of the jurisdictions with large jail populations had one or more jails holding inmates for

other authorities, about the same as in 1986; (9) occupancy exceeded rated capacity by about 11% among jurisdictions with large jail populations; and (10) approximately 41% of the jurisdictions with large jail populations reported at least one jail with an inmate death. Methodology is summarized and tables illustrate the findings. (ABL)

ED 305 578 CG 021 589
Safety for Older Consumers. Home Safety Checklist.
Consumer Product Safety Commission, Washington, D.C.
Pub Date—Jun 86
Note—66p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Accident Prevention, Buildings, *Consumer Protection, *Home Furnishings, *Older Adults, *Safety, *Safety Education

A home safety checklist geared to the needs of older adults is presented in this document. The beginning of the checklist highlights potential hazards which may need to be checked in more than one area of the home, such as electric cords, smoke detectors, rugs, telephone areas, and emergency exit plans. The rest of the checklist is organized according to areas of the house. The section on potential kitchen hazards advises checking the range area and step stools. Living/family room hazards discussed focus on the fireplace and chimney and passageways. The bathroom checklist describes potential dangers in the bathtub and shower areas, water temperature, lighting, medications, and small electric appliances. Potential bedroom hazards listed include smoking in bed and electric blankets. The checklist for basement/garage/workshop/storage areas includes the fuse box, appliances and power tools, and flammable liquids. The final areas highlighted are stairway areas for lighting, handrails, and conditions of the steps. The document is illustrated with line drawings. (ABL)

ED 305 579 CG 021 590
Spies, John W.
School Social Work Pathfinder.
Pub Date—Mar 89
Note—10p.
Pub Type— Reference Materials - Bibliographies (131) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, History, Legislation, *School Social Workers, Trend Analysis

This pathfinder provides an annotated bibliography of 17 literature sources available in school social work along with information on how to access them. The sources were selected so that the list of titles as a whole gives a broad overview of the field of school social work. These topics are emphasized: (1) history of the profession; (2) practical, rather than theoretical applications of service; (3) legislation concerning the field; and (4) future trends of the profession. The bibliography is arranged according to these types of literature: bibliographies/indexes, encyclopedias, monographs, periodicals, and government documents. Two school social work agencies are also briefly described. In addition, brief directions are given on now to find books, articles, legislation, and further information. (ABL)

ED 305 580 CG 021 591
Serving Youth at Risk: Profiles for Success.
North Carolina State Dept. of Public Instruction, Raleigh.
Pub Date—Feb 89
Note—22p.
Pub Type— Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Dropout Prevention, *Dropout Programs, *Educational Improvement, Elementary School Students, Elementary Secondary Education, *High Risk Students, *School Counseling, Secondary School Students
Identifiers—North Carolina

Nine North Carolina programs in dropout prevention and for students at risk are described in this booklet. The programs were chosen for their comprehensiveness, serving kindergarten through grade 12. Even though there has been no formal validation of the programs presented, they are ones which appear to be using new and innovative solutions to keep students in school. For each of the programs the demographics of the school and community are described; a description of the program for dropout prevention and students at risk is provided; and outstanding program features and special projects as well as characteristics that make the program work are listed. A contact person's name, address, and telephone number are listed. These school systems are featured: Craven County; Davidson County; Granville County; Haywood County; Hickory City; High Point City; Jackson County; Pasquotank County; and Wake County. (ABL)

ED 305 581 CG 021 592
Classroom Activities in Sex Equity for Developmental Guidance. Bulletin No. 9204.
Wisconsin State Dept. of Public Instruction, Madison.
Pub Date—Dec 88
Note—425p.
Available from—Wisconsin Department of Public Instruction, 125 South Webster St., P.O. Box 7841, Madison, WI 53707-7841.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC17 Plus Postage.
Descriptors—*Developmental Programs, Elementary Secondary Education, *School Counseling, *School Guidance, Sex Bias, *Sex Fairness, *Sex Stereotypes

Classroom activities focusing on sex equity issues which help students and educators overcome limiting stereotypes, bias, and even discrimination based on gender are described in this document. The activities are arranged by these educational levels: elementary/primary; elementary/intermediate; middle/junior high; and high school. Within each level, activities are grouped in three categories of competencies: learning; personal/social; and career/vocational. The activities, in turn, are organized according to developmental levels, recognizing that as children mature they pass through specific, identifiable developmental stages. Thus the focus for elementary students is on learning about concepts, for middle and junior high school students it is on understanding concepts, and for high school students it is on applying concepts. Goals are listed in each section with accompanying relevant activities. Activities range from having elementary school students discuss if females or males have the abilities needed to use common objects such as a hammer and an iron; to examining female stereotypes in television commercials for middle and junior high school students; to family life role playing for high school students. Appendices include an additional activities report form, a list of sex equity resources in Wisconsin, and a core bibliography. (ABL)

ED 305 582 CG 021 593
Career and Life Management 20: Core Program. Teacher Resource Manual.
Alberta Dept. of Education, Edmonton.
Report No.—ISBN-0-7732-0081-0
Pub Date—88
Note—396p.; For related document, see CG 021 594.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors—*Career Guidance, Foreign Countries, High Schools, Individual Power, *Interpersonal Communication, *Interpersonal Relationship, *Self Actualization, Self Control, Self Expression, *Well Being
Identifiers—Alberta, Independent Living, *Life Management Curriculum

This teacher resource manual is a support document designed to assist teachers who will be responsible for implementing the Career and Life Management core curriculum which will be required by all Alberta, Canada high schools effective September, 1989. The core curriculum consists of five required, interrelated themes: self-management, well-being, relationships, careers and the world of work, and independent living. The document provides: (1) further information about the goals and objectives of the core curriculum; (2) suggestions for planning and implementing the core program through including long-range plans, lesson plans, activities, worksheets, and instruments for evaluation; (3) recommendations for assessing student achievement; (4) suggestions for establishing a local resource base which would include print and other media, school-based and school-system based, community organizations, and government agencies; (5) suggestions for building thinking and communication skills; and (6) suggestions for additions, extensions, and modifications of the program to accommodate the needs and learning styles of Integrated Occupational Program students. Each module provides a detailed correlation of learning expectations to expected learning process, authorized resources, and teaching notes, if appropriate. (ABL)

ED 305 583 CG 021 594
Career and Life Management 20: Optional Program. Teacher Resource Manual.
Alberta Dept. of Education, Edmonton.
Report No.—ISBN-0-7732-0081-9
Pub Date—88
Note—414p.; For related document, see CG 021 593.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC17 Plus Postage.
Descriptors—*Business Education, Career Guidance, *Consumer Education, Foreign Countries, High Schools, *Multicultural Education, *Sex Education
Identifiers—Alberta, Crisis Management, *Life Events, *Life Management Curriculum

This manual is designed to support the instruction of the optional modules of the Career and Life Management 20 curriculum of the Alberta, Canada schools. This optional curriculum includes human sexuality, dealing with crises, entrepreneurship, consumer and investment choices, and cultural bridges. This manual assists classroom teachers by providing: (1) further information about the goals and objectives of each optional module; (2) suggestions for selecting and integrating the optional modules within the Career and Life Management 20 program; (3) recommendations for assessing student achievement; (4) sample activities which could be used to address selected learning expectations; (5) detailed curriculum correlations to the authorized resources; and (6) suggestions for establishing an effective resource base and local support network. Each module includes background information for the teacher; objectives of the module; an overview of the sub-themes included in each module; suggestions for implementing the module; sources of support, including authorized resources, teacher resource manual, and school and community support networks; glossary, if appropriate; detailed correlation of learning expectations; suggested activities which could be used within a lesson; and sample evaluation instruments for selected topics. (ABL)

ED 305 584 CG 021 595
Knight, James
Educational Excellence and Equity.
Ohio State Univ., Columbus. Center for Sex Equity.
Pub Date—Jun 87
Note—6p.
Journal Cit—Monograph; v2 n4 Sum 1987
Pub Type— Opinion Papers (120) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Dropouts, Elementary Secondary Education, *Equal Education, *Evaluation Criteria, *Excellence in Education, *Scores, Student Improvement, Student Needs

Academic achievement is increasing in schools, but so is the dropout rate. Excellence in schools must be defined more broadly than the scores students earn on achievement tests. Concerns such as equity must be a part of the definition of excellence in education. It is essential that for some programs with disproportionate enrollments, educators must actively work to reduce and eliminate, whenever possible, the barriers that prevent students from entering programs. These barriers exist in the form of discrimination, bias, and stereotyping. It is clear that disproportionate dropout rates occur for minority, handicapped, disadvantaged, and nontraditional students. It is just as clear that the dropout problem is closely associated with student self-image. The concern for excellence in education tends to focus upon student achievement scores, yet the concern of equity is to ensure excellence for all students, regardless of their test scores. The excellence movement cannot achieve its intended purpose unless it responds appropriately to these needs. Ten strategies to achieve educational excellence include: (1) make student feel important; (2) make students feel invited; (3) deal with needed changes in others from a positive point of view; (4) learn to make appropriate nonverbal cues; (5) get to know each student personally; (6) learn to empathize; (7) establish parameters; (8) use student-centered instruction; (9) learn to know and understand the difference between discipline and punishment; and (10) be enthusiastic about teaching. (ABL)

ED 305 585 CG 021 596

Suitor, J. Jill Pillemer, Karl
Family Caregiving as a Social Status: A New Conceptual Framework for Studying Social Support and Well-Being. [Revised].
Spons Agency—National Inst. of Mental Health (DHHS), Rockville, MD.
Pub Date—Aug 88
Grant—5-T32-MH15161
Note—23p.; An earlier version of this paper was presented at the Annual Meeting of the Society for the Study of Social Problems (38th, Atlanta, GA, August 21-23, 1988).
Pub Type— Reports - General (140) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Family Caregivers, *Family Role, Models, Social Networks, *Social Status, *Social Support Groups, *Social Theories, *Well Being

A conceptual framework for studying the role of social support in explaining family caregivers' psychological well-being is developed in this paper. In particular, the framework presented emphasizes the importance of conceptualizing caregiving as a social status, and drawing upon the broader literature on status acquisitions, social support, and psychological well-being. This literatuare can be used to suggest that social support is likely to be most effective in reducing caregiver stress when it is provided by individuals with whom the caregiver shares a greater number of social statuses such as age, occupational prestige, and religion. Explanations are presented for the more positive effect of support from status-similar network members, and proposes longitudinal designs for investigating this issue are proposed. It is concluded: that the most obvious implication of reconceptualizing caregiving as a social status is the need to develop methodologies that permit an explanation of changes in the structure and function of individuals' social networks across the caregiving career; (2) that the study of family caregivers provides an important and unique context in which to study the buffering effects of social support; and (3) that the research that investigates the structure of social networks across the early stages of the caregiving career will have a number of important implications for practitioners. (Author/ABL)

ED 305 586 CG 021 597
Tyson, Dan
Wrongs of Passage: The Scandal of College Admissions.
Pub Date—Apr 89
Note—23p.
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Admission Criteria, *Centralization, *College Admission, *College Applicants, *College Bound Students, College Choice, Higher Education, High Schools, High School Students, Program Effectiveness

Students' last years in high school which otherwise might be ones in which they enjoy the privileges of their seniority can become a nightmare of waiting, fear of rejection, despair, and desperation for many college-bound students. The whole structure of college admissions is hopelessly archaic, exorbitantly wasteful and one which systematically demoralizes the successive classes of students who must scuttle through its awesome gauntlet on their way to their adult destinies. Reform is long overdue. The motive of charging what the market will bear guides university and college administrators just as much as it does their corportate counterparts. Other countries have central admissions procedures in which students and colleges are matched by interest and ability. College admissions procedures in the United States have very low cost-effectiveness due to the fact that only a fraction of the pool is qualified and only a fraction of the qualified are interested in enrolling. Freedom from control more than any other factor insures the supposed superiority of private education over other kinds. The College Board and its test development subcontractor, Educational Testing Service, are powerful, prestigious, and wealthy organizations that support policies that tighten their dominance and reinforce their job security. Private, elite colleges, the federal government, and parents are unlikely to take the lead in organizing centralized admissions. School counselors are beginning to complain about the evils of the current admissions procedures. They are organizing to see that students' needs for more practical application arrangements are better served. (ABL)

ED 305 587 CG 021 598
Kuhn, Margaret E. And Others
Peer Leadership Training Manual.
Upper Merion Area School District, King of Prussia, Pa.
Pub Date—83
Note—88p.
Pub Type— Guides - General (050) — Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*High Risk Students, High Schools, *High School Students, *Leadership Training, *Peer Counseling, *Peer Influence, Peer Relationship, Student Leadership

Presented are two documents focusing on a peer leadership training program which pairs better students and leaders with younger high-risk students. One document briefly describes the peer leadership training program as a program in which students traveled to an environmental education center for 3 days of competitive and challenging activities, competing in social actualization experiences and orienteering where teamwork was emphasized. It notes that, as the program evolved, at-risk ninth graders worked with upperclass leaders, thus creating a community which carries back to the school environment. The other and longer document is a peer leadership training manual which presents forms, schedules, etc. used in the program and describes program activities. The activities are grouped in these categories: (1) scavenger hunts; (2) introduce your partner; (3) group symbol; (4) contracts; (5) mailboxes; (6) trust-building; (7) writing assignments; (8) sensory experiences; (9) leadership and communication skills; (10) leadership skills; (11) problem-solving; (12) personal goal-setting; (13) closure; (14) advanced communication skills; (15) peer pressure; (16) empathy through role-reversal; (17) wooden blocks competition; (18) fantasies; (19) projection exercise; (20) fishbowl technique; and (21) energizers. A bibliography is included. (ABL)

ED 305 588 CG 021 599
Kessler, Lisa Kalodner, Cynthia
A Psychological and Nutritional Approach to Weight Loss: A Collaborative Program.
Pub Date—Mar 89
Note—9p.; Paper presented at the Annual Meeting of the American Association of Counseling and Development (Boston, MA, March 15-18, 1989).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Behavior Modification, Body Weight, *College Students, *Dietitians, Higher Education, *Nutrition Instruction, *Psychologists
Identifiers—*Weight Loss

Collaboration between a dietitian and a psychologist has been described as critical to the development and implementation of this weight control programs, and this paper describes such a program conducted through a college student health center. Nutritional components of weight loss programs should provide information which will enable participants to select and consume a nutritionally sound low-calorie diet. The goal of the nutrition component is to promote healthy weight loss through sound nutrition principles, adoption of an individualized exercise program, and a personal exchange diet plan. Behavior modification is an important part of weight loss programs. Modification of eating behaviors consists of techniques that encourage the development of a controlled eating style. Stimulus control involves the modification of environmental cues so that undesirable responses will decrease in frequency and desireable responses will be more likely to occur. Contingency management refers to procedures designed to change the consequences for weight-related events in order to modifiy the probability of future occurrences. In this program college students meet with a registered dietitian individually and then attend a 6-week program. The program stresses appropriate food choices, the benefits of exercise, behavioral chains, cue elimination techniques, current issues in food, and interpreting food labels. Students have reported satisfaction with the class. Dietitians and psychologists need to work together to provide comprehensive weight managment programs. (ABL)

CS

ED 305 589 CS 009 563
Winchester High School Excellence in Education Grant: Reading and Writing across the Curriculum. Final Report.
Winchester School District, Mass.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jun 87
Note—82p.; Best available copy. Small type may not reproduce well.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Content Area Reading, Critical Reading, Excellence in Education, High Schools, Interdisciplinary Approach, *Program Descriptions, Program Evaluation, Reading Skills, Student Writing Models, *Writing Across the Curriculum, Writing Exercises
Identifiers—*Winchester High School MA

This collection of documents constitutes the final report of the first year of Winchester High School's federally funded reading and writing across the curriculum program. The project director's report presents an overview of the program and discusses anticipated and actual outcomes, including: (1) more systematic reading and writing activities in content areas; (2) consistent and positive interaction between departments; (3) cognitive improvement in reading and writing skills; (4) improvements in attitudes toward reading and writing by both teachers and students; and (5) dissemination of reading and writing strategies by members of the committee. The bulk of the rest of the report is taken up by appendixes, including an outside evaluation, a mid-year report, student writing samples from a variety of content areas, sample material distributed to teachers, and a sample of organizational framework and coordinator's log. (RS)

ED 305 590 CS 009 564
Kunz, Gunnar C. And Others
On-Line and Off-Line Assessment of Self-Regulation in Learning from Instructional Text and Picture.
Pub Date—Mar 89
Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Comparative Analysis, *Computer Assisted Instruction, Content Area Reading, Foreign Countries, Higher Education, Illustrations, Metacognition, Oral Reading, Protocol Analysis, *Reader Text Relationship, *Reading Comprehension, *Reading Processes, Reading Research, Schemata (Cognition)
Identifiers—*Expository Text, *Self Regulation, West Germany

Two studies analyzed self-regulatory cognitions of students asked to study complex instruction texts; examined the relationship between self-regulation and performance; assessed self-regulatory processes during learning from text in detail; and examined how pictures integrated in instructional text were processed by learners with different degrees of domain-specific prior knowledge. In the first study, a "Computer-assisted Videoreconstruction" (CaV) procedure was used (presenting instructional material on a microcomputer display where the learner reads only a specially designed passage of text). Twenty subjects studied two structurally paralleled instructional texts (describing technical systems). For the first reading, subjects read the text aloud. After a comprehension test, subjects studied the second instructional text applying the method of "concurrently thinking aloud" (CTA), communicating all thoughts and feelings that occurred during the reading. Findings demonstrated that the frequencies of higher order self-regulative processes differed between CaV and CTA. In the second study, 32 university students with different degrees of domain-specific prior knowledge studied instructional text including comprehension-relevant pictures. Text was presented on a computer screen with a learner-controlled text window. Findings demonstrated significant relations between on-line variables of self-regulation assessed with CaV and learning performance in both text comprehension and knowledge application. (One figure is included, and 19 references are appended.) (MM)

ED 305 591 CS 009 572
Nagy, William E. Scott, Judith A.
Word Schemas: What Do People Know about Words They Don't Know? Technical Report No.

456.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Feb 89
Contract—OEG-0087-C1001
Note—34p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Grade 7, Grade 10, Higher Education, Morphology (Languages), Psycholinguistics, Reading Research, *Schemata (Cognition), Secondary Education, *Verbs, Word Recognition
Identifiers—Words
A study explored the acquisition of word schemas, that is, implicit knowledge about patterns of word meaning in English which constrain the hypotheses that proficient word learners make about new words they encounter. Subjects, 42 seventh-grade students and 37 tenth-grade students in a small rural community and 42 college undergraduates at a large midwestern university, were asked to rate the plausibility of made-up definitions of nonsense words, some of which conformed to constraints on the semantic composition of English words, and others of which violated these constraints in various ways. Results show that by the time they reach college, students have gained an implicit knowledge of word schemas reflecting subtle regularities of English vocabulary, which they can use when evaluating possible meanings for new words. (Eight tables of data and 5 figures are included, and 29 references and 3 footnotes are attached.) (Author/RAE)

ED 305 592 CS 009 573
Dole, Janice A. Osborn, Jean
Reading Materials: Their Selection and Use. Technical Report No. 457.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Feb 89
Contract—OEG-0087-C1001
Note—19p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrators, Basal Reading, High Schools, Inservice Teacher Education, Junior High Schools, Middle Schools, Reading Materials, *Reading Material Selection, *Reading Programs, Reading Research, Reading Teachers, Supervisors, *Supplementary Reading Materials, Textbook Selection
This report provides administrators and supervisors of reading programs with information to help them evaluate and select commercially developed reading materials. Part 1 opens with a description of the problems researchers studying the adoption of basal reading programs have observed and then offers suggestions (based on both research and experience) for the improvement of the adoption process. The importance of using reading materials other than the adopted programs is also discussed. The final section of Part 1 reviews the material used to teach reading in many middle and high schools. Part 2 contains a brief discussion of research on how teachers use reading materials in their classrooms and concludes with a section stressing the importance of staff training that has as its purpose the understanding and use of the new materials and other materials, and the importance of teacher decision-making. The report concludes with a set of guidelines for the selection and use of materials. (Forty-four references are attached.) (Author/RS)

ED 305 593 CS 009 576
Vosniadou, Stella Schommer, Marlene
Explanatory Analogies Can Help Children Acquire Information from Expository Text. Technical Report No. 460.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Feb 89
Contract—OEG-0087-C1001
Note—34p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Educational Research, Grade 2, Kindergarten, *Learning Strategies, Primary Education, Schemata (Cognition)
Identifiers—Analogical Reasoning, *Analogies, *Expository Text, Knowledge Acquisition, Text Factors
Focusing on primary school children, a study investigated whether children can profit from the use of explanatory analogies to acquire information from expository text. Subjects, 24 kindergarteners and 34 second graders in a midwestern town, listened to 4 texts describing relatively unfamiliar topics with or without explanatory analogies. The children were asked to recall the information described in the texts and to communicate this information to another child. They were also asked several inferential questions about the topics. Results indicated that children in the analogy condition recalled and communicated more of the information contained in the texts and were more likely to remember the content units shared by the analogous concepts than the children in the no analogy condition. This effect was stronger for the older children than for the younger children. Although the children made a number of erroneous inferences about the topic, these inferences were not related to the presence of the analogies. Results indicated that analogies can help children acquire information from expository text, presumably because they make it possible for the children to transfer an explanatory structure from a familiar domain to an unfamiliar one. (Eight tables of data and five figures are included, and 44 references are attached.) (MM)

ED 305 594 CS 009 577
O'Flahavan, J. F. And Others
Teacher Questioning and Feedback Practices after the Cognitive Revolution: Replication and Extension of Guszak's (1967) Study. Technical Report No. 461.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Feb 89
Contract—OEG-0087-C1001
Note—41p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Classroom Research, *Comparative Analysis, Elementary Education, *Feedback, Grade 2, Grade 4, Grade 6, *Questioning Techniques, Reading Processes, *Teacher Role, Teacher Student Relationship, Teaching Methods, Theory Practice Relationship
Identifiers—Historical Background, *Question Types
To evaluate whether changes in theory and research on the basic processes in reading comprehension have led to changes in classroom practice, a study conducted a modified replication of a 1967 study by F. J. Guszak. In the 1967 study, Guszak recorded and analyzed reading group story discussions for students and teachers in grades 2, 4, and 6, revealing an overall emphasis at all grades on literal level questions, with a few more evaluation level questions than either conjecture or explanation questions. Fifteen teachers and their classrooms participated in the current study. All class discussions were videotaped and transcribed for analysis. Using similar analysis schemes, this study reported a sharp reduction in literal level questions, with a large increase in the explanation category, but with the percentage of evaluation and conjecture questions comparable to the original study. While significant changes were found in the type of questions governing discussions, almost no change was found in the patterns of interactions, such as the frequent repetition of IREs (teacher initiates an interaction, student responds, and teacher evaluates). Observations indicate that teachers still dominate discussions and control interactions, but rely more on questions that invoke students' knowledge and less on text-based questions. (Five tables of data are included and 41 references are attached. Appendixes describe and report interaction categories and provide inter-rater agreements.) (MM)

ED 305 595 CS 009 578
Valencia, Sheila W. Killion, Joellen P.
Implementing Research-Based Reading and Writing Programs Overcoming Obstacles to Teacher Change: Three Case Studies. Technical Report No. 462.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Feb 89
Contract—OEG-0087-C1001
Note—21p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Case Studies, *Change Strategies, Curriculum Research, Educational Change, Elementary Secondary Education, *Inservice Teacher Education, *Instructional Improvement, Professional Training, Reading Instruction, Remedial Reading, *Research Utilization, *Teacher Workshops, Theory Practice Relationship, Writing Instruction
Identifiers—Process Approach (Writing)
Implementing new instructional strategies and programs is a challenging task, and the need for teacher renewal and updating is apparent when the advances in literacy research in recent years and the increasing gap between this knowledge and the training of most teachers are considered. Among the obstacles to teacher change are short-term inservice attempts, teacher isolation, norm of the status quo, learning needs of teachers, and an expectation of fidelity to the plan for desired change. These obstacles can be overcome by recognizing that change is a process, not an event, and requires time and ongoing support. Three case studies demonstrate staff development efforts to implement research-based reading and writing instruction. The case studies (all in a K-12 school district with over 20,000 students, 1,000 teachers, and 30 schools and only one reading and one language arts coordinator) include a process writing program at the elementary level, a revision of the remedial program in reading and writing at the junior high level, and a staff development inservice program for elementary school reading specialists designed to implement sound research-based reading instruction. All programs were effective in enhancing student performance. (One table of data is included, and 48 references are attached.) (RS)

ED 305 596 CS 009 586
Keefe, Donald Meyer, Valerie
The Literacy Prescription: Profiles of Adult Readers with Recommended Instructional Strategies.
Pub Date—88
Note—29p.
Pub Type— Guides - Classroom - Teacher (052) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adult Basic Education, *Adult Literacy, *Adult Reading Programs, Instructional Improvement, Language Experience Approach, Literacy Education, Profiles, Reading Instruction, Teaching Methods, Tutoring
Identifiers—*Literacy Prescription Project
The Literacy Prescription Project has served 250 clients in Illinois by providing individualized instruction and complete diagnostic reports–developing four profiles of adult disabled readers who can be treated with associated instructional techniques. Profile One adults cannot read the simplest pre-primer text and can only recognize a few words such as their name. It may be extremely difficult or impossible to teach these adults to read. Instructional strategies for these adults include language experience stories, environmental print books, and word banks and sorts. Profile Two adults have slightly higher reading levels than individuals in Profile One; they appear to be learners who did not learn to read in school because of environmental concerns. With proper tutoring, these adults should be able to read the newspaper and easy to read books. Instructional strategies include "written conversation," flash cards, and prediction exercises. Profile Three readers have a misunderstanding of the reading process: most believe reading is a process of sounding out words or memorizing vocabulary. Instructional strategies focus on modeling of good reading habits by the tutor and exercises designed to improve predictive abilities. Profile Four adults are readers but often choose not to read. They lack self-confidence in their academic abilities. Strategies for these adults include text mapping, key word search and prediction strategies, and summarizing strategies. Tutors and adult basic education instructors are encouraged to use any or all of the strategies described. (RS)

ED 305 597 CS 009 587
Lysynchuk, Linda And Others
Reciprocal Instruction Improves Standardized

Reading Comprehension Performance in Poor Grade-School Comprehenders.
Pub Date—27 Jan 89
Note—41p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Foreign Countries, Grade 4, Grade 7, Intermediate Grades, Junior High Schools, Reader Text Relationship, *Reading Comprehension, Reading Difficulties, Reading Improvement, *Reading Instruction, Reading Research, *Reading Strategies
Identifiers—Canada, *Reciprocal Teaching
A study hypothesized that if prediction, clarification, question-generation, and summarization strategies were taught using scaffolded instruction, then poor comprehenders might be able to learn the strategies so that they could apply them to text on their own and thereby improve their performance on standardized comprehension measures. Subjects were 36 fourth grade and 36 seventh grade poor comprehenders (all were English-speaking Canadians) who participated in 13 sessions of reading strategy instruction or reading practice (control condition). Students were instructed to make predictions when reading, to generate questions about text, to summarize what was read, and to clarify points that were hard to understand. The strategies were first taught using the reciprocal instruction approach developed by A. S. Palincsar and A. L. Brown, which involves providing support to students as they need it and peer teaching of strategies. Control subjects were exposed to the same materials as reciprocally trained students, but were given no strategy instructions. The most important finding was that a greater increase from before to after training on standardized reading comprehension occurred in the subjects who were reciprocally trained than in the control groups. This effect is important, given that standardized comprehension measures tap important reading skills and are used extensively in making curriculum and instruction decisions. Additional research in reciprocal instruction would be useful. (Five tables of data and one figure are included, and 43 references are attached.) (RAE)

ED 305 598 CS 009 588
Smith, M. Cecil
A Longitudinal Study of the Development of Reading Attitude from Childhood to Adulthood.
Pub Date—Mar 89
Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adults, Analysis of Variance, Attitude Change, Childhood Attitudes, Educational Attainment, Employment Level, Longitudinal Studies, Multiple Regression Analysis, *Reading Attitudes, Reading Habits, Reading Research
A longitudinal study in 10 rural Wisconsin communities examined the development of reading attitude in subjects from early childhood to middle adulthood. Subjects, 84 white adults ranging in age from 35 to 44 years, represented a wide range of educational attainment levels, a wide range of occupations, and had participated in studies of reading attitude when they were school children. The subjects were given a 40-item questionnaire assessing reading attitude along with several other questionnaires assessing reading habits and perceptions of reading. Results indicated that the subjects had generally positive attitudes toward reading, as they had when they were in school. Results also indicated that continued education and occupational choice have a significant impact on reading attitude and behavior. (Four tables of data, 26 references, and excerpts from assessment instruments are attached.) (RS)

ED 305 599 CS 009 593
Suhorsky, Joseph Nuzzi, Daniel
Middle School Student Perceptions of Reading Practices: Sex Differences.
Pub Date—23 Feb 89
Note—13p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Savannah, GA, February 23, 1989). Best copy available.
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adolescents, Females, Grade 6, Grade 7, Grade 8, Intermediate Grades, Junior High Schools, Males, *Middle Schools, *Reading Attitudes, School Surveys, *Sex Differences
The challenge that middle school age youngsters' rapidly changing sexual, emotional, and physical characteristics present to educators, has made these educators concerned with factors that have a bearing on instructional programs. A study was developed to assess the attitudes of middle school children toward reading and to determine whether there were any differences in attitude between males and females. Subjects, sixth, seventh, and eighth graders in a rural county, were given a survey on reading attitudes. Three middle schools were involved, with students in one classroom per grade per school responding to the survey. Surveys were distributed to 272 students in all. Findings indicated that female middle school students' attitudes toward reading were more positive than those of males. (Eight tables of data are included, and a reading survey is appended.) (MS)

ED 305 600 CS 009 594
Fagan, William T.
Understanding Whole Language as Philosophy and Methodology: A Case of Reductive Bias?
Pub Date—Oct 87
Note—21p.; Paper presented at the Annual Transmountain Regional Conference of the International Reading Association (8th, Calgary, Alberta, Canada, September 30-October 4, 1987).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Philosophy, Primary Education, *Reading Instruction, Teacher Education, *Teacher Responsibility, *Teaching Methods, *Writing Instruction
Identifiers—Child Centered Education, *Whole Language Approach
Whole Language has become a visible and strong movement in language instruction. Yet there is still considerable disagreement as to what Whole Language entails and there are different degrees of knowledge held by various self-professed Whole Language teachers. Some are at a beginning stage of knowledge regarding Whole Language as philosophy and methodology. This has serious implications for the children entrusted to them. Teachers of whole language should have attained an advanced level of knowledge. Seven biases that may interfere with the attainment of knowledge at this level are: (1) oversimplification and overregularization; (2) overreliance on a single basis for mental representation; (3) overreliance on top-down processing; (4) context-independent conceptual representation; (5) overreliance on precompiled knowledge structures; (6) rigid compartmentalization of knowledge; and (7) passive transmission of knowledge. (Eighteen references are attached.) (RS)

ED 305 601 CS 009 595
Blake, Robert W., Ed.
Reading, Writing and Interpreting Literature: Pedagogy, Positions and Research.
New York State English Council.
Report No.—ISBN-0-930348-15-X
Pub Date—89
Note—269p.
Pub Type— Books (010) — Guides - Classroom - Teacher (052) — Reports - Research (143)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—Creative Writing, Drama, Elementary Secondary Education, Higher Education, *Literature, *Poetry, Reader Response, *Reader Text Relationship, *Reading Processes, Reading Research, *Reading Writing Relationship, Teaching Methods, Writing Research
Identifiers—Aesthetic Reading
The purpose of this book is to provide teachers of literature with a sampling of a wide range of theoretical backgrounds and possible pedagogical applications for reading, writing, and interpreting literature in school classrooms, elementary through college. The book contains the following essays listed with their authors: (1) "Henny Penny to King Lear: Skills, Concepts, Connections in Literature" (Charles R. Chew); (2) "The Media Writes Way to Various Literacies, Both Visual and Cultural" (Rose Reissman); (3) "The Role of Creative Writing in Changing Students from Antagonists to Appreciators of Literature" (Patricia Spencer Soper); (4) "Symbols: A Symbol '4' the Teacher" (Lenore Sandel); (5) "Journeying between Experience and Symbol: Some Possible Paths in Reading and Writing" (Christine San Jose); (6) "Writing before Reading: Helping Students Enter Poe's House of Usher" (Carol F. Reynolds); (7) "Using Students' Pre-Reading and Post-Reading Writing to Investigate Reader Response Theory" (Sharon Kane); (8) "Reading and Writing about Poetry and the Reconstruction of Reality: How College English Majors Read a Poem" (Robert W. Blake); (9) "Reading, Writing and Impenetrability" (Patrick L. Courts); (10) "Meat and Poetry" (Bruce E. Miller); (11) "Theoretical Assumptions of Reading in the New Criticism: The Nature of the Reader/Text Relationship" (William J. Spurlin); (12) Enhancing Aesthetic Reading and Response to Poetry" (Philip M. Anderson); (13) "Kenneth Burke and the Teaching of Drama" (John P. Harrington); (14) "The Literary Kaleidoscope" (Sabina Laak-Spinac); (15) "What Is the Gap, and How Do We Bridge It?" (Brigraj Singh); (16) "Understanding the Reading Process: How Does the Child Construct Meaning with Literature?" (Susan Lehr); and (17) "A Study of Diverse Responses to an Allegorical Text" (Claudia Gentile and Sharon Kane). (MS)

ED 305 602 CS 009 596
Strickland, Dorothy S., Ed. Morrow, Lesley Mandel, Ed.
Emerging Literacy: Young Children Learn To Read and Write.
International Reading Association, Newark, Del.
Report No.—ISBN-0-87207-351-3
Pub Date—89
Note—173p.; Photographs may not reproduce clearly.
Available from—International Reading Association, 800 Barkadale Rd., PO Box 8139, Newark, DE 19714-8139 (No. 352, $10.00 member, $15.00 nonmember).
Pub Type— Books (010) — Collected Works - General (020) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Beginning Reading, Class Activities, Classroom Design, Day Care, Early Childhood Education, Early Reading, Educational Change, *Literacy, Parent Student Relationship, Reading Aloud to Others, Reading Diagnosis, *Reading Instruction, Reading Writing Relationship, Teaching Methods, *Theory Practice Relationship, *Writing Instruction, Young Children
Identifiers—*Emergent Literacy
Designed to be scholarly in content and grounded in research and at the same time be practical and usable for day care workers, classroom teachers, and curriculum specialists, this book discusses various aspects of the view that children's literacy development is a continuous process beginning in infancy with exposure to oral language, written language, books, and stories in the home. Articles in the book focus on theory and practice for children aged two through eight in classrooms ranging from day care facilities and other prekindergarten settings through second grade. Articles include: (1) "Emergent Literacy: New Perspectives" (William H. Teale and Elizabeth Sulzby); (2) "Oral Language and Literacy Development" (Susan Mandel Glazer); (3) "Family Storybook Reading: Implications for Children, Families, and Curriculum" (Dorothy S. Strickland and Denny Taylor); (4) "Literature for Young Children" (Bernice E. Cullinan); (5) "Reading to Kindergarten Children" (Jana M. Mason and others); (6) "Emergent Writing in the Classroom: Home and School Connections" (Elizabeth Sulzby and others); (7) "Is it Reasonable...? A Photo Essay" (Nancy Roser and others); (8) "The Place of Specific Skills in Preschool and Kindergarten" (Judith A. Schickedanz); (9) "Assessment of Young Children's Reading: Documentation as an Alternative to Testing" (Edward Chittenden and Rosalea Courtney); (10) "Designing the Classroom to Promote Literacy Development" (Lesley Mandel Morrow); (11) "A Model for Change: Framework for an Emergent Literacy Curriculum" (Dorothy S. Strickland); and (12) "Fostering Needed Change in Early Literacy Programs" (Jerome C. Harste and Virginia A. Woodward). An appendix contains a statement of concerns about present practices in prefirst grade reading instruction and recommendations for improvement. (RS)

ED 305 603 CS 009 598
Durkin, Dolores
Curriculum Reform: Teaching Reading in Kindergarten. Technical Report No. 465.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 89
Contract—OEG-0087-C1001
Note—27p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Case Studies, Classroom Research, Curriculum Development, *Kindergarten, Kindergarten Children, Primary Education, *Reading Instruction, *Teacher Behavior, *Teacher Expectations of Students, Teacher Improvement, Teacher Student Relationship, *Teaching Methods
Identifiers—Illinois

This report of a study describes in detail attempts to change one kindergarten teacher's procedures for teaching reading. The aim of the study was to learn how practices observed in earlier classroom research could be improved. The more specific goal was to identify factors that facilitate or impede change. Subjects were a kindergarten teacher in Illinois and her morning and afternoon kindergarten classes. Even though the teacher was selected because of her expressed interest in replacing customary practices with something better, the reform efforts were more difficult and less successful than had been anticipated. The children's achievement, as measured by tests, was most satisfactory; the teacher's way of working, however, continued to be less than satisfactory in some important ways. Results suggested that school personnel interested in reform efforts should keep in mind that it is important to know (1) how teachers define success; (2) how teachers perceive the function of the reformer; (3) that teachers identify differences among students as a first step in effecting change; (4) that classroom management should be given early and persistent attention; and (5) that some children must be kept profitably occupied while the teacher instructs others. Findings also suggest the need to include first-grade teachers in reform efforts in order to facilitate communication and coordination among teachers who are now charged with responsibility for bringing beginning literacy into existence. (Two tables of data are included.) (RAE)

ED 305 604 CS 009 599
Meyer, Linda A. And Others
How Entering Ability and Instructional Settings and Not the Length of the School Day Mediate Kindergartners' Reading Performance. Technical Report No. 466.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 89
Contract—OEG-0087-C1001
Note—30p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Classroom Environment, Classroom Research, Kindergarten, *Kindergarten Children, Multiple Regression Analysis, Naturalistic Observation, Primary Education, *Reading Comprehension, Reading Improvement, Reading Instruction, Reading Research, *Time Factors (Learning)
Identifiers—Wide Range Achievement Test, Woodcock Reading Comprehension Test

As part of a longitudinal study of the acquisition of reading skills, a study tested kindergarten children at the beginning and end of their kindergarten year. The children were also observed for nine full days in their classrooms. Subjects were approximately 650 children in two cohorts. Data were collected in three school districts in Illinois, of which two had half-day kindergarten programs and one a full-day program. Descriptive findings and results from multiple regression analyses reveal strong relationships between the children's Wide Range Achievement Test (WRAT) scores upon entering kindergarten and their spring scores on three measures of reading performance, the WRAT, the Chicago, and the Woodcock Reading Comprehension paragraphs. There were also substantial and significant differences among districts on these end-of-year measures. No differences were identified for time of day (A.M. versus P.M. class) or for the interaction of teacher and time of day. Among the process variables, "confirming feedback" was most frequently significant at the teacher level, and teachers in District A collectively accounted for 60% of the significant findings with respect to process variables. Findings suggest the importance of what happens in kindergarten classrooms, not merely the length of the school day. They also raise the question of whether differences between districts at the end of kindergarten will be evident in the early and middle elementary grades. (Ten tables and two figures of data are included, and 14 references are attached.) (Author/RAE)

ED 305 605 CS 009 600
Dawey, Beth
Answering Questions after Reading: The Effects of Reader and Task Interactions on Reading Comprehension.
Pub Date—Mar 89
Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Analysis of Variance, Comparative Analysis, Elementary Education, *Field Dependence Independence, Grade 6, Grade 7, Grade 8, *Independent Reading, *Questioning Techniques, *Reading Comprehension, *Reading Processes, Reading Research
Identifiers—Group Embedded Figures Test, Stanford Achievement Tests

In an effort to predict whether field dependent readers would be adversely affected by postreading tasks involving high memory demands and requiring restructuring skills, a study assessed how the field dependent-independent cognitive style may be related to performance on reading comprehension question tasks for school-age learners. Subjects, 55 field independent and 56 field dependent sixth-eighth grade students scoring between 5.0 and 7.9 grade equivalent on the Stanford Achievement Test, were given comprehension question tasks for a series of passages. Results showed that field independent readers outperformed field dependent readers on tasks with high memory demands and with requirements for efficient restructuring skills. Findings also showed that field independent subjects were more successful than field dependent subjects on free-response questions under the condition of no-textbacktracking. (One table of data and one figure are included.) (MS)

ED 305 606 CS 009 603
Weiss, Jill A. And Others
Paired Reading with Adult Volunteer Tutors as a Reading Intervention for Students with Reading Difficulties.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Pub Date—Mar 89
Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Elementary Education, Grade 3, Grade 4, Grade 5, *Reading Difficulties, *Reading Improvement, Reading Instruction, Reading Research, Teaching Methods, *Tutoring, Volunteers
Identifiers—*Paired Reading

A study examined the effectiveness of using volunteer reading tutors to work with students who have reading difficulties. Changes in academic engaged time, active responding time, achievement, and student attitude were assessed, along with information from tutor evaluations. Subjects, nine intervention and eight control students with mild handicaps, in grades three-five, participated in the study over an 11-week period, with intervention subjects receiving at least 36 20-minute sessions with reading tutors during that time. The CISSAR (Code for Instructional Structure and Student Academic Response) observation system was used to obtain data on quantity of student responding time. Observations indicated significantly greater active academic responding (particularly reading aloud) and academic engaged time when students were with tutors, as well as significantly less inappropriate off-task behavior. During the intervention period, higher inappropriate off-task behavior was observed when the student was not with the tutor during reading time. Follow-up observations of intervention students without tutors revealed that changes in responses were not maintained. Changes over time were not found in achievement or in student attitude measures. Tutor evaluations suggested the possibility of gains in aspects of reading not measured by standardized tests (e.g., expression), as well as several improvements for students in social-emotional areas. (Five tables of data are included, and 19 references are attached.) (Author/RAE)

ED 305 607 CS 009 604
Mujica, Maria
A Comparison of Miami Linguistic Readers and Holt Basic Reading Series.
Pub Date—May 89
Note—65p.; Master's of Arts Degree study, Kean College.
Pub Type— Dissertations/Theses - Masters Theses (042)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Basal Reading, Comparative Analysis, Content Analysis, Primary Education, Reading Instruction, *Reading Materials, Textbook Content, *Vocabulary, *Word Recognition
Identifiers—*Holt Basic Reading Series, *Miami Linguistic Readers

A study involved a comparison of the "Miami Linguistic Readers" and the "Holt Basic Reading Series." It was hypothesized that there is no difference between the "Miami Linguistic Readers" and the "Holt Basic Reading Series" in vocabulary load, word recognition, and comprehension requirements. An analysis of the results indicated that the "Holt Basic Reading Series" had the larger vocabulary load of the two series. In the area of word recognition, a difference was observed as to when specific skills were introduced in the two series. And in the area of comprehension, the "Miami Linguistic Readers" did not cover many of the skills found in typical basals. (Four tables of data are included, and 20 references are attached.) (Author/RAE)

ED 305 608 CS 009 605
Goetz, Ernest T. And Others
Imagery and Emotional Response in Reading.
Pub Date—87
Note—17p.; An earlier version of this paper was presented at the Annual Meeting of the National Reading Conference (37th, Clearwater, FL, December 3-6, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Affective Measures, *Emotional Response, Higher Education, *Imagery, Likert Scales, *Reader Response, Reader Text Relationship, Reading Processes, Reading Research
Identifiers—*Aesthetic Reading, Text Factors

To explore imagery and emotional involvement in reading, a study examined readers' imagery and emotional responses through the use of ratings for each paragraph in a story. Subjects, 40 undergraduate volunteers recruited from education classes, read a 2100-word excerpt from the novel "Buffalo Chief" by Jean and Paul Annixter. Students read a brief practice story to become familiar with the computer's presentation of the text, followed by the experimental passage. For both passages, the text was presented so that although an entire "page" of text was present on the screen (so that the reader could get information regarding word and paragraph lengths), only one line was readable at a time. The reader controlled which line of text was legible. After reading the experimental passage, subjects reported any images or emotional reactions they experienced while reading the story. Finally, students rated their imagery and emotional responses. For the rating task, the story was again presented on the computer, one paragraph at a time. Beneath each paragraph, rating scales appeared on which readers rated their imagery and emotional responses to the paragraph on five-point Likert-type scales of imagery and affect. Findings, directly compared to those of previous research investigating imagery and emotional response, suggested that imagery and affect ratings are more reliable and replicable than some reading researchers have suspected. Findings demonstrated readers experience both imagery and emotional reactions that are interrelated and can be reliably studied. One figure is included. (MM)

ED 305 609 CS 009 606
Klug, Beverly J.
Utilizing Literature To Motivate Remedial Readers.
Pub Date—89

Note—11p.; For a related document, see CS 211 783.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Class Activities, Elementary Secondary Education, *Interest Inventories, Reading Attitudes, *Reading Interests, *Remedial Reading
Identifiers—Reader Preferences, *Reading Motivation

Literature can be used effectively in working with remedial readers to develop their vocabulary and comprehension skills. Three areas need to be addressed when working with remedial readers: (1) the concept of "reading" is usually underdeveloped with remedial students; (2) many remedial students have lowered self-concepts; and (3) many remedial readers do not have a wide range of reading interests. When working with remedial readers, negative attitudes toward reading may be turned around simply by adjusting the curriculum which is presented to them and taking into account the psychological needs of the students. To do this, teachers can take the first step by administering an interest inventory to remedial students. After the administration of the interest inventory, the teacher should then categorize the students' responses and compile a list of books that could be used in the classroom to accommodate students' interests. To develop vocabulary skills, students can illustrate the meanings of new words, or play matching games on classroom bulletin boards. For comprehension, students can write endings for stories they are reading, engage in cloze activities, or play games that require them to answer questions concerning the plot of a story. By incorporating literature into the remedial curriculum and focusing on books which include topics of interest to students, the teacher can enhance the students' sense of control over the reading situation. (A sample reading interest inventory is included.) (MM)

ED 305 610 CS 009 608
Perkins, Kyle Duncan, Ann
The Determination of Prerequisite Relations in a Reading Comprehension Test.
Pub Date—[89]
Note—20p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Grade 6, Intermediate Grades, *Prerequisites, Prior Learning, *Reading Comprehension, Reading Research, *Reading Skills, *Reading Tests, Text Structure
Identifiers—Iowa Tests of Basic Skills

To determine whether mastery of one reading comprehension task is a prerequisite to mastery of two or more reading comprehension tasks, a study examined the prerequisite relations existing in the item responses elicited from a sample of sixth grade students who took the Iowa Tests of Basic Skills, Form G, Level 12 reading comprehension test. Test items for 86 sixth graders enrolled in a small midwestern municipal school system were used for the study. To identify prerequisite relations (defined here as "a capability of prior learning which is incorporated into new learning"), item responses were submitted to an ordering-theoretic approach with a zero level tolerance for disconfirmatory response patterns. The identified prerequisite relations were submitted to a statistical test which used unit normal deviate approximation to determine whether the prerequisite relationships occurred by chance. Significant relationships were found to underlie the data, but no meaningful pattern in the results could be found when using the classes of skills objectives (i.e. facts, inferences, and generalizations) to explain the results. No meaningful pattern was found when analyzing data with Meyer's five rhetorical relationships; however, B. J. F. Meyer's three distinct levels of content structure proved helpful in explaining the results. Analysis indicated that by using ordering theoretic methods, reading teachers can determine what reading comprehension tasks comprise new learning and thus tailor the following year's instruction vis-a-vis prerequisite relations. One table is included. Appendixes consist of: reading comprehension tasks; table of notation for response patterns for two dichotomously scored items; and unit normal deviate approximation formula. (MM)

ED 305 611 CS 009 610
Cornacchia, Darlene Marie
Should Preschoolers Be Taught Reading Readiness Skills?
Pub Date—May 89
Note—45p.; Master's Thesis, Kean College. Document contains light type.
Pub Type— Reports - Research (143) — Dissertations/Theses - Masters Theses (042)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Early Childhood Education, *Early Reading, Parent Student Relationship, *Prereading Experience, Preschool Children, *Reading Readiness, Reading Research
Identifiers—California Achievement Tests

A study examined the influence of preschool reading readiness skills instruction on first graders' reading achievement. The subjects were 52 first grade students who had attended preschool, and their parents. The parents received questionnaires containing 40 reading readiness questions and the children took the California Achievement Test (CAT) in April of their kindergarten year. Results indicated that children who attended preschool and whose parents spent time providing reading readiness skills had only slightly higher CAT scores than did children without such experience, although children with readiness skills did have marginally higher achievement scores. (Sixteen references, the parent questionnaire, and two tables of data are attached.) (RS)

ED 305 612 CS 009 614
Borasi, Raffaella Siegel, Marjorie
Reading To Learn Mathematics: A New Synthesis of the Traditional Basics.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date—28 Mar 89
Contract—MDR-8850548
Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120) — Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Content Area Reading, *Critical Thinking, Educational Philosophy, Elementary Secondary Education, Learning Strategies, Mathematics Curriculum, *Mathematics Instruction, *Mathematics Skills, Reading Processes, Teaching Methods
Identifiers—*Reading to Learn Mathematics

Reading to learn mathematics forges a new synthesis of the traditional basics of reading and mathematics which aims at fostering critical thinking and may provide an instructional context within which students and teachers can work out meaningful conceptions of mathematics. Benefits of this synthesis of reading and mathematics include: (1) contributing to better learning and understanding of mathematical content; (2) developing new learning strategies useful in new learning situations; and (3) developing a deeper understanding of mathematics as a discipline. Reading to learn mathematics may be able to play a role in bringing about much needed reform of the mathematics curriculum and to a reconceptualization of the role of the traditional "basics" in educating students as critical thinkers. A review of the research on the reading process shows how the concept of reading as a transaction contributes to the attainment of these goals for mathematics instruction. (Sixty-eight references are attached.) (RS)

ED 305 613 CS 009 615
Kintsch, Eileen
Macroprocesses and Microprocesses in the Development of Summarization Skill.
Colorado Univ., Boulder. Inst. of Cognitive Science.
Report No.—ICS-TR-89-5
Pub Date—[89]
Note—71p.; Best available copy.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Cognitive Processes, *Content Area Reading, *Content Area Writing, Difficulty Level, Grade 6, Grade 10, Higher Education, High Schools, Intermediate Grades, *Reader Text Relationship, Reading Research, Reading Skills, Reading Writing Relationship, *Text Structure, Writing Skills
Identifiers—Expository Text, *Summarization, Text Factors

A study investigated how students' mental representation of an expository text and the inferences they used in summarizing varied as a function of text difficulty and of differences in the task. Subjects, 96 college students and students from grades 6 and 10, wrote summaries of expository texts and answered orally several probe questions about the content. Reading difficulty was systematically manipulated at the microstructure and macrostructure processing levels. Results supported the prediction of qualitative changes in the way the meaning is represented by different age groups in different text conditions which are related to the amount and kinds of inferential processes on which the summaries were based. Results also indicated that although college students generalized the content more in summarizing texts with poor macrostructure, these same texts interfered with the sixth graders' ability to infer or select text-based macropropositions. (Seven figures of data are included; and 47 references and examples of expository text are appended.) (RS)

ED 305 614 CS 009 617
Mueller, E. Jane
The Long-Term Effects on Reading Achievement of Failing First Graders.
Pub Date—Mar 89
Note—6p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA March 27-31, 1989).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cost Effectiveness, Grade 1, Longitudinal Studies, Primary Education, Program Effectiveness, *Reading Achievement, *Reading Failure, Reading Research, Summer Programs
Identifiers—California Achievement Tests, Cincinnati Public Schools OH

A study examined the cost effectiveness of a summer school for failed first grade students and the long-term effects of first grade reading failure on reading achievement. Subjects, 361 students who were enrolled in the Cincinnati Public Schools' first grade in 1981, were given the California Achievement Test. Students who failed were denied promotion and attended a summer school where they subsequently scored high enough to be promoted. Scores for those students denied promotion to second grade were compared to students who did not fail, and the cost of the summer school and the savings as a result of promotions at the end of summer were estimated. Results indicated that the students denied promotion scored significantly better than those who did not, but that the difference all but disappeared after one year. Results of the cost-effectiveness calculation indicated that the summer school program was not cost effective. (Three tables of data are included.) (RS)

ED 305 615 CS 009 618
Griffith, Priscilla L.
An Analysis of the Spellings of Young Children with Varying Levels of Phonemic Awareness.
Pub Date—Feb 89
Note—26p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Savannah, GA, February 1989).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Grade 1, Grade 3, Multiple Regression Analysis, Phoneme Grapheme Correspondence, Phonemes, Primary Education, *Spelling, Spelling Instruction
Identifiers—*Phonemic Awareness, *Spelling Growth

To examine the effects of phonemic awareness (defined as "conscious access to the phonemic level of the speech stream and some ability to cognitively manipulate representations at this level") on spelling development and to explore the relationship of phonemic awareness to recognized stages of spelling development, a study collected data on 96 first-grade students and 87 third-grade students attending public school in southeast Texas. Children in both grades received traditional reading instruction from basal reading series reflecting a whole-word approach to initial reading instruction. All children in the study spelled the same set of 40 words. Phonemic awareness was measured using the GKR Test of Phonemic Awareness, an oral test consisting of six subtests–phonemic segmentation, blending, deletion of first phoneme, deletion of last phoneme, substitution of first phoneme, and substitution of last phoneme. Word specific information was measured using a test containing 60 two-alternative, forced-choice items. One alternative was a correct spelling for the word. The other was a phonetically legitimate though incorrect spelling. Children were instructed to circle the correct spelling for each word as it was pronounced by the researcher. Find-

ings suggested that in first-graders, phonemic awareness had a more powerful effect, indicating that spelling at this level is more of a sequential, encoding process. By third grade, word-specific information exerted stronger influence on spelling, suggesting that children at this level spell using memorized associations. (MM)

ED 305 616 CS 009 619
Hart, Caroline M.
Parental Involvement and Reading Achievement.
Pub Date—May 89
Note—39p.; Master's Thesis, Kean College.
Pub Type— Dissertations/Theses - Masters Theses (042) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Comparative Analysis, Grade 8, Junior High Schools, Middle Schools, *Parent Influence, *Parent Participation, *Parent Student Relationship, *Reading Achievement, Reading Research, Surveys
Identifiers—California Achievement Tests

To determine the effect of parental influence on students' reading achievement, a study surveyed parents of two eighth grade classes from two different middle schools in an urban area. The 18-item survey consisted of general information regarding parents and their children, and dealt with the parents' outlook on reading and their interpretation of their child's involvement in the reading process. Students' grade equivalent scores from the Spring 1988 California Achievement Test were collected. The test results were compared to the parent survey responses to determine correlations between parental involvement and students' reading achievement. Results revealed a low negative correlation between parental involvement and the reading achievement of their children, indicating that overall parental involvement in reading activities did not significantly affect the students' reading achievement but that parental knowledge of the child's reading skills and the school's reading programs did have an important bearing. (Twenty-six references are attached, as well as the parent reading survey.) (MM)

ED 305 617 CS 009 621
Edwards, Ilene
Sex Differences and Reading Gender.
Pub Date—May 89
Note—31p.; Master's Thesis, Kean College.
Pub Type— Dissertations/Theses - Masters Theses (042) — Reports - Research (143) — Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Childhood Attitudes, Elementary Education, *Elementary School Students, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, *Reading Attitudes, Reading Research, *Sex Differences, *Sex Role

A study (involving 100 children in grades 1-5) investigated whether children thought of reading as especially a male or female activity. Findings indicated that in grades 1-4, boys regarded reading as mostly a feminine activity, while in grade 5 boys regarded reading as mostly a masculine activity and girls regarded it as mostly a feminine activity. (Three tables of data are included, 19 references are attached, and appendixes contain the survey instrument and a table of attitudes toward reading.) (SR)

ED 305 618 CS 009 622
Weisberg, Renee Balajthy, Ernest
Effects of Topic Familiarity and Training in Generative Learning Activities on Poor Readers' Comprehension of Comparison/Contrast Expository Text Structure: Transfer to Real-World Materials.
Pub Date—May 89
Note—22p.; Paper presented at the Annual Meeting of the International Reading Association (34th, New Orleans, LA, May 29-June 2, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Content Area Reading, High Schools, High School Students, Prior Learning, *Reading Comprehension, Reading Difficulties, Reading Research, *Reading Strategies, Secondary Education, Social Studies, *Text Structure
Identifiers—*Expository Text, Graphic Organizers, Summarization

A study investigated transfer effects of training below average high school readers in the use of graphic organizers and summary writing on their recognition of compare/contrast text structure. Subjects, 32 high school students with below-expectancy standardized test scores, were placed in two groups: an experimental group (five males and 11 females); and a control group (nine males and seven females). Instruction centered on social studies expository text passages, each with comparison/contrast internal organization. Experimental group subjects received six training sessions of 40 minutes each over a three-week period, including explicit rules and modeling for constructing graphic organizers and writing summaries. Control group subjects received alternative reading instruction during this period. To assess long-term effects, a transfer task, using two social studies comparison/contrast passages drawn from the students' classroom current events reading, was conducted one month after completion of experimental group training. Passages were not adapted, but were used to determine students' ability to transfer their performance to real-world content area textual material. One passage, on nuclear power plant disasters, was designated as a moderately high prior knowledge passage based on preliminary testing which had required students to write as much as they knew about the topics. The other passage, on the death penalty, was designated as moderately low prior knowledge. Results indicated that transfer of training to real-world reading tasks occurred for both high and low prior knowledge passages. (One table of data and two figures are included, and 29 references are attached.) (MM)

ED 305 619 CS 009 623
Greene, Brenda M.
Reading with the Intention To Improve Texts: A Case Study.
Pub Date—[89]
Note—32p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Case Studies, Higher Education, *Miscue Analysis, Oral Reading, Protocol Analysis, *Revision (Written Composition), Writing Research, Writing Skills
Identifiers—Basic Writers, Basic Writing, Teacher Researchers

A case study examined how a basic writer read, identified, and proposed solutions to textual problems in two drafts of texts that she wished to improve. The subject engaged in a modified form of a think-aloud protocol and an open-ended interview. Data generated from the participant were analyzed to determine the degree of miscue, the kinds of problem identification and resolution strategies used, and whether her perceptions of her reading to improve texts approximated her performance. Findings suggest the number of miscues were minimal and did not appear to interfere with her ability to identify and resolve textual problems. Most of the problems identified were on the semantic level of discourse and related to cohesiveness, clarity, and completeness. The findings also suggest that her perceptions of how she read to improve texts correlated with what she actually did. (An appendix of data is attached.) (RS)

ED 305 620 CS 009 625
Teale, William H.
Early Literacy Assessment in Texas: Recommendations for Change. TSRA Supports Position.
Pub Date—May 89
Note—4p.; The original version of this position paper was prepared for and endorsed by the Texas Elementary Principals and Supervisors Association.
Journal Cit—Texas Reading Report; v11 n4 p1,9,11 May 1989
Pub Type— Journal Articles (080) — Guides - Non-Classroom (055) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Early Childhood Education, Educational Change, *Minimum Competency Testing, Reading Skills, Reading Tests, *Standardized Tests, State Standards, *Testing Problems, Writing Skills
Identifiers—Educational Issues, Emergent Literacy, *Texas, *Texas Educational Assessment of Minimum Skills

Standardized tests represent one way of obtaining assessment information. Yet in recent years educators and the public have voiced concerns about an overriding emphasis on tests and test scores. Pressure to "teach to the test" means that not enough time is spent on higher order thinking and literacy skills because minimal competencies have become the focus of the curriculum rather than one aspect of the educational program. These concerns are substantial; standardized testing of young children is an even more problematic practice. Some states are already responding to the problems associated with early childhood testing. Statewide testing of young children's reading and writing in Texas is accomplished through the first grade Texas Educational Assessment of Minimum Skills (TEAMS) test, a multiple-choice, standardized instrument that assesses minimal competency in nine reading and four writing skills. A majority of Texas principals, teachers, and supervisors feel that this standardized test has had a negative effect on curriculum and teaching, and research studies and experiences in other states mirror these conclusions. Therefore, the elimination of the present first grade assessment program using TEAMS is recommended. The state should insure that a high quality, developmentally appropriate literacy assessment program be developed and implemented, with the following goals: (1) knowledge and skills assessed would reflect classic and current research on early childhood literacy learning; (2) assessment procedures would be designed to fit with early childhood literacy teaching practices; and (3) methods for gathering assessment data would include observation and performance samples of children's work under normal classroom conditions as well as test-like situations. (MM)

ED 305 621 CS 009 626
Rosenberg, Vivian M.
Reading, Writing, and Thinking: Critical Connections.
Report No.—ISBN-0-394-37057-0
Pub Date—[89]
Note—209p.
Available from—McGraw-Hill Book Co., 13955 Manchester Rd., Manchester, MO 63011 ($14.95).
Pub Type— Books (010) — Guides - Classroom - Learner (051)
Document Not Available from EDRS.
Descriptors—*Critical Thinking, Higher Education, *Metacognition, *Reading Skills, Reading Strategies, Reading Writing Relationship, *Writing Instruction, *Writing Skills
Identifiers—*Thinking Skills, Writing Strategies

Intended to improve critical thinking skills (and thereby the reading and writing skills that depend on critical thinking) through awareness of thinking patterns and activities, this textbook has three parts. Part 1, "Foundations: Thinking about Thinking," examines how our minds work as we try to make sense of the world around us and of our experiences in it. This part contains the following chapters: (1) Thinking about Ideas; (2) Thinking about Feelings; and (3) Thinking about Language. Part 2, "Practical Applications: Strategies for Nonfiction Writing and Reading," which introduces problem-solving strategies for approaching many of the reading and writing tasks to be faced in academic and professional settings, contains the following chapters: (4) The Writer's Strategies; (5) The Reader's Strategies; and (6) How to Write about Nonfiction Texts. Part 3, "Readings," contains articles which elaborate on the topics introduced in previous chapters. (SR)

ED 305 622 CS 009 627
Summerfield, Geoffrey Summerfield, Judith
Reading(s).
Report No.—ISBN-0-394-36290-X
Pub Date—[89]
Note—448p.
Available from—McGraw-Hill Book Co., 13955 Manchester Rd., Manchester, MO 63011 ($17.50).
Pub Type— Books (010) — Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors—English Instruction, Higher Education, *Literature Appreciation, *Poetry, Reading Strategies, *Short Stories
Identifiers—*Aesthetic Reading

Developed for college English courses, this book presents selections of poetry, short stories, and commentary intended to invite different ways of reading and interpreting literature. An introduction provides an overview of the book's content, as well as a discussion of how to read. The first section, "Entering a Language," considers the development of a reader, the variety of worlds that can be entered through reading, and how these other worlds modify a readers' relationships to their own world. The second section, "Losing Nature? Gaining Culture?" concerns the relationship between nature and culture, and how one learns to "read" these two interacting, often opposing, worlds. Finally, the theme of

the third section, "Negotiations and Renegotiations," focuses on how people negotiate the relationship between their culture and its values, with other cultures, and with people who may represent values different from the reader's values. Each text begins with a brief introduction, followed by the text itself, then a presentation of the key features and issues that the text offers. In addition, occasional brief commentaries are included on important aspects of reading and of the particular "reading," and most of the texts are followed by suggestions for discussion and reflection. Suggestions for various writing prompts are offered at the end of each chapter. Some of the selections included in this book are: "Captain Murder" (Charles Dickens); "In the Fig Tree I Learned to Read" (Lillian Hellman); "Through the Eyes of Men" (Simone de Beauvoir); "Autobiographical Notes" (James Baldwin); "Fifteen" (William Stafford); "The First Day of School" (Cynthia Ozick); "Sunrise" (Eudora Welty); "Memories of Waves" (Walt Whitman); "I Know Green Apples" (Mark Twain); "Song of the Hen's Head" (Margaret Atwood); "Down By the Salley Gardens" (W. B. Yeats); "On Reading Fiction" (Philip Roth); and "Stranger on a Train" (Virginia Woolf). (MM)

ED 305 623 CS 009 628
Ridout, Susan Ramp
Manual for X504: Diagnosis and Remediation of Reading Difficulties.
Pub Date—[89]
Note—42p.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Diagnostic Teaching, Elementary Education, Higher Education, *Reading Diagnosis, *Reading Difficulties, Reading Materials, *Reading Tests, Remedial Instruction
This updated syllabus of a course taught at Indiana University Southeast treats the theory, correlates, instruments, and techniques of diagnosing reading difficulties in the classroom. The goals are to (1) identify principles of diagnosis; (2) review current reading tests, reading materials, and computer programs; (3) review current diagnostic test materials; (4) diagnose a child's reading problems via formal and informal procedures; (5) develop a remediation plan for the diagnosed child; and (6) write a case report to be sent to a local school. The syllabus is divided into five parts: overview, diagnostic measures, remediation, testing, and case study. (RS)

ED 305 624 CS 009 631
Olsen, Marilyn
A Second Grade Study of the Effectiveness of Economy Keys to Reading Versus Macmillan Series r in Reading Comprehension.
Pub Date—May 89
Note—30p.; Master's Thesis, Kean College.
Pub Type— Reports - Research (143) — Dissertations/Theses - Masters Theses (042) — Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Basal Reading, Comparative Analysis, Grade 2, *Instructional Material Evaluation, Primary Education, *Reading Achievement, *Reading Comprehension, *Reading Instruction, *Reading Materials, Reading Research
Identifiers—California Achievement Tests
A study (conducted in suburban central New Jersey using 218 second graders' California Achievement Test (CAT) scores from 1986-1988 compared the effectiveness of two well-known reading programs. Results indicated that although there was no statistically significant difference in the scores, the mean difference suggested that children who were taught more years with "Economy, Keys to Reading" showed higher achievement in reading comprehension than children who were taught reading with "Macmillan, Series r." (Three tables of data are included, and 18 references are attached. Appendixes contain CAT scores.) (SR)

ED 305 625 CS 211 652
Davidson, Phebe Stephen, Naomi
Toward a Social Theory of Revision.
Pub Date—[89]
Note—21p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Audience Awareness, *Discourse Analysis, Essays, Higher Education, *Revision (Written Composition), Secondary Education, *Social Theories, Student Writing Models, *Theory Practice Relationship
Identifiers—Composition Theory, *Text Factors, Writing Strategies
Revision poses a curious problem for the theorist because it is as difficult to define as it is to direct. Not only does it imply and require re-vision, or re-seeing, but also the prior existence of a vision, a "seeing," encoded in text. The theoretical problem of revision is further exacerbated by the issues of discourse convention and intertextuality, more comprehensively described as the dialogic nature of language in all its manifestations. What is needed is to formulate a "social theory" of revision which recognizes the forces of intertextuality without dogmatizing either intertextuality or any particular set of discourse conventions, and which further accommodates the social and dialogic nature of language. Revision theory and strategy should turn more attention to the social, intertextual, and conventional forces of the discourse community which both constrain and shape a text than to the text extant. Revision can only be successful insofar as it recognizes the intertextual nature of written discourse and allows the reader into the text, tacitly making of the text a variety of social intercourse by locating the writer in a larger social context. Teachers who used these criteria in examining student texts found some patterns of relative success and failure which seem to be dependent upon the student's understanding of audience, social context, and intertextuality. (MS)

ED 305 626 CS 211 659
Trzyna, Thomas
Grieving in the Ethnic Literature Classroom.
Pub Date—Mar 89
Note—6p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Black Literature, *Grief, Higher Education, *Literature Appreciation, *Minority Groups, Protocol Analysis, *Student Reaction, Undergraduate Students, United States Literature
Identifiers—*Ethnic Literature
A three-year study is testing the hypothesis that learning about American minority ethnic literature produces grief, and is assessing the effects of changing the teaching and content of the course to make the best possible use of those feelings. Classroom experience in teaching a consistently popular course in minority literature revealed unusual classroom difficulties, resulting in the hypothesis that students were experiencing intense psychological responses involving the typical forms of grief: anger, sorrow, bargaining, guilt, and denial. In the fall of 1987, preliminary data was gathered through an informal protocol (freewriting about the class) several times during the quarter. Evidence of the various forms of grief can be seen in these student writing samples. In the fall of 1988, a more formal protocol instrument was administered six times during the quarter. These protocols will be assessed by trained readers, and the results evaluated using non-parametric statistical methods. Two hypotheses will be tested: (1) expressions of grieving behavior change in relation to the content of a course; and (2) students move toward acceptance and preparation for social action by the end of the course. In the fall of 1989, if results warrant this change, students in the course will be told about its psychological dimensions and will be encouraged to assess their feelings in those terms. The course has had useful secondary effects, inspiring various forms of activism as well as resulting in students taking far more control over their education. The grief resulting from ethnic literature classes probably reflects a positive process of growth. (SR)

ED 305 627 CS 211 699
Iorio, Sharon Hartin Garner, R. Brooks
Scholastic Journalism Enrollment Changes and Attendance at University Programs for High School Students.
Pub Date—Oct 88
Note—29p.; Paper presented at the Annual Southwest Symposium of the Southwest Education Council of Journalism and Mass Communications (Abilene, TX, October 1988). Best copy available.
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—College School Cooperation, *Enrollment, *Faculty Advisers, Higher Education, High Schools, Journalism, *Journalism Education, Media Research, School Publications, School Surveys, *Teacher Attitudes
Identifiers—Journalism Research, *Scholastic Journalism
Almost from its beginning, scholastic journalism, in a number of schools, has fought an up-hill battle against the stereotype of academic orphan relegated to a low priority position in the curriculum, the perception of administration, and fiscal allocation. In order to address the status of scholastic journalism, a study surveyed the attitudes of high school teacher-advisers toward changes in enrollment in high school journalism classes and attendance at university programs directed toward scholastic journalism. Subjects were 281 high school and/or mid-high journalism teachers from the Oklahoma public school system who responded to a questionnaire mailed to a total sample of 487. Findings showed that (1) over 73% of teacher-adviser respondents reported that enrollment in journalism classes and publication production classes had either remained the same or had decreased; (2) increased graduation requirements in basic courses appear to be the most detrimental factor influencing secondary journalism educational enrollment; (3) at the schools studied, scheduling of classes, student interest, and the person selected to teach/advise journalism can either help or hinder high school journalism; (4) experienced teacher-advisers and those certified seem to be more successful in increasing enrollment than their counterparts who are inexperienced or not certified; and (5) there is a need for university programs that would serve a wider scholastic journalism constituency. (Six tables of data and 25 notes are included.) (MS)

ED 305 628 CS 211 708
Byard, Vicki
Power Play: The Use and Abuse of Power Relationships in Peer Critiquing.
Pub Date—Mar 89
Note—9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Environment, Elementary Education, Higher Education, *Peer Evaluation, *Peer Groups, *Theory Practice Relationship, *Writing Instruction
Identifiers—Collaborative Learning
The use of peer group critiquing in the writing classroom is based on the position that when the teacher is no longer viewed as the sole authority, learning becomes a collaborative endeavor. Yet peer groups are often marked more by inhibition and constraint than by collaboration, with students resisting both giving and receiving critiques. The distinguishing characteristic of peer critiquing is that it is coercive: it increases observation (a student's work is seen more often) and consequently discipline (which will be internalized, whether accurate or not). Teachers must recognize that the architecture of peer critiquing inherently operates at cross-purposes with their objectives for collaborative learning, and then develop the methodology to foster genuine collaboration within such groups. Otherwise, peer critiquing will be more likely to imprison than to empower. (SR)

ED 305 629 CS 211 715
Sherman, Lawrence W.
A Pedagogical Strategy for Teaching Human Development: Dyadic Essay Confrontations through Writing and Discussion.
Pub Date—[Nov 88]
Note—20p.; Paper presented at the Annual Lilly Conference on College Teaching (8th, Oxford, OH, November 4-6, 1988).
Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cognitive Processes, Conflict, *Educational Strategies, Higher Education, Models, *Psychology, *Social Development, *Teaching Methods, *Writing Processes, Writing Research
Identifiers—*Postmodernism
This paper integrates several contemporary issues, all of which focus on the teaching of human developmental theories. These issues include post-

modern thought, higher level thinking processes, introducting conceptual conflict and arousal, motivation, and integrating the writing process into the psychology curriculum. Each issue is briefly discussed and then a pedagogy designed to integrate it into a strategy for teaching a human development theories class is presented. The paper includes a study that used adaptation and application of relativistic and constructionist viewpoints to introduce conceptual conflict into the teaching of these classes. Subjects of the study were graduate education majors working on Master's and Specialist's degrees in Teacher Education, Home Economics, or School Psychology. The strategy employed by the student-subjects describes a solution using the medium of writing, not only the traditional answers to essay questions, but also the writing of the very questions themselves. The paper discusses an additional concern, which has been to challenge and foster high level cognitive processes by encouraging the integration, synthesis, evaluation, and analysis of knowledge. (One figure and one table are included, and 36 references are appended.) (MS)

ED 305 630 CS 211 725
Thompson, Linda W.
The Use of Literature in a School: An Inquiry.
Pub Date—Apr 85
Note—19p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Beginning Reading, Class Activities, Classroom Research, Early Reading, Elementary Education, *Literature, Reading Aloud to Others, *Reading Instruction, *Reading Programs, Reading Writing Relationship, Recreational Reading, Scholarly Journals, Teaching Methods, *Theory Practice Relationship
Identifiers—Curriculum Emphases, Whole Language Approach
A study examined the practitioner's perspective of literature and how literature is being used in the classroom. Teachers, librarians, and administrators at a suburban school serving over 700 children from kindergarten through fifth grade were interviewed, and professional journals directed toward practitioners, published curriculum guides, and books about children's literature written for teachers were examined. Findings indicated that the observed classroom and curricular uses of literature focused on helping students develop a love of reading and developing reading proficiency by reading, but that these activities emphasized developmental curriculum the least. The lower grades, using a whole language approach, showed more evidence of a developmental curricular focus. Findings indicated that the commonly occurring literature curriculum objectives of exposure to different literary genres and the recognition of the use of literary forms and devices were not evident in the classroom and that professional materials had limited influence on the practitioner. (RS)

ED 305 631 CS 211 726
Simpson, Michele L. And Others
A Comprehensive Study Strategy Using Student Writing as a Means of Learning Content Area Concepts: Study II. College Reading and Learning Assistance Technical Report No. 89-01.
Pub Date—Mar 89
Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Analysis of Covariance, *Content Area Reading, *Content Area Writing, Higher Education, High Risk Students, *Learning Strategies, *Study Habits, *Study Skills, Undergraduate Students, Writing Research
Identifiers—Writing Tasks
To determine whether college students trained in the independent study strategy PORPE ('Predict, Organize, Rehearse, Practice, Evaluate"), could perform as well as other students trained to create and rehearse their own textually explicit and implicit test questions, a study compared performances on immediate and delayed multiple choice and essay exams, both dichotomously and holistically scored. Subjects were 48 college freshmen enrolled in developmental reading/study strategy courses at two state universities. Results indicated that PORPE appears to offer content area instructors a comprehensive strategy which can help their students prepare for multiple choice and essay exams, a strategy which holds considerable promise for high risk students. These results generally corroborate those of the first study in demonstrating that PORPE is a comprehensive study strategy system which can facilitate student learning of psychology concepts, regardless of whether they are presented in recognition or recall formats. (One figure is included and 5 tables of data and 24 references are attached, as well as a master list of college reading and learning assistance technical reports.) (SR)

ED 305 632 CS 211 727
Davis, Carl L. Stohrer, Freda F.
On the Job Writing: Quality and Quantity in Selected Department of Defense Professionals.
Pub Date—Mar 89
Note—20p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Business Correspondence, *Job Skills, Management Development, *Middle Management, Occupational Surveys, Questionnaires, *Technical Writing, Writing Difficulties, Writing Instruction, Writing Research, *Writing Skills
Identifiers—Department of Defense, Writing Contexts
To document the writing practices, opinions, and perceptions of a particular segment of professionals in the work force, a study surveyed Department of Defense middle managers working for the United States Air Force. Self-report questionnaires were completed by 234 middle managers who had completed a one-week formal in-house writing program, and by 124 who had not. The survey results indicated that (1) respondents spent between 25% and 40% of a typical workday in writing activities; (2) the most useful instruction for their current writing was informal on-the-job training; (3) 21% of those who had completed a formal in-house writing program chose it as the most useful instruction for current writing; (4) 56% of respondents listed English composition courses or technical writing courses as the best elements of their educational backgrounds in preparing them for current job writing; (5) 43% believed they had problems writing on the job; (6) there appeared to be an equal place for both on-the-job training and more college level/formal writing courses; and (7) respondents identified purpose of message, audience analysis, organizing for writing, grammar and syntax, and mechanics as the most important writing skills. (Six tables of data are included, and 13 references are attached.) (SR)

ED 305 633 CS 211 733
Rickey, Melissa J.
Shaping Literary Response through Collaborative Writing.
Pub Date—Mar 89
Note—19p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Computer Uses in Education, Ethnography, Higher Education, *Literary Criticism, Models, Participant Observation, Peer Groups, Teaching Methods, *Writing Exercises
Identifiers—*Collaborative Writing
Using ethnographic research techniques, a study examined the nature of the process whereby a three-member collaborative writing group responded to literature and to each other through a local area network (LAN) and also generated a group composition. The three subjects–of varied educational backgrounds–discussed questions associated with a novel over the LAN in a recursive style, providing a positive social context for collaboration in a teacher-structured context. In a student-structured context, the emphasis was on the product (a collaborative essay) rather than on the process (analyzing text). The context and process of the collaboration changed because the focus of the task changed. The LAN was only used at the end to "hook" the separately written pieces of the essay together and not to negotiate the separate tasks. Findings suggest possibilities for visualizing a variety of ways in which the collaborative writing process might occur; may help instructors see the advantages of collaborative writing in a course; and suggest a way to study collaborative groups to find out what they actually do. (Four figures are included.) (RS)

ED 305 634 CS 211 744
Casaregola, Vincent
Research and the Writing Teacher: A Personal Perspective.
Pub Date—[Mar 89]
Note—9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Philosophy, Higher Education, *Politics of Education, Research Problems, Teacher Attitudes, *Writing Instruction, *Writing Research
Identifiers—Educational Issues, Personal Experiences
In popular culture, the word "research" is a term of reverence–in academe it is virtually a mantra. Research in any field may wish to seem detached and objective, but it is always political, whether it involves launching rockets or teaching writing, and it depends on a crisis mentality to support it. In the late 1950s and the early 1960s, that crisis mentality led to renewed government support for education in science and math, and it led those in English to lay claim to similar support. The academic politics in mid-century led English teachers to feel great inferiority compared to scientists. This sense of inferiority led to an imitation of the trappings of science. Unfortunately, this adoption of scientific and social scientific research methods has come at a time when even the disciplines which first sponsored such methods have begun to question their validity. Yet those in the English profession can not completely abandon the modes of scientific inquiry that they have come to call research. Instead, they must recognize the narrow limits of research, and broaden the concept of research to include such alternatives as the rhetorical mode of inquiry. Composing is a science, an art, an invention, and a relationship. Modes of inquiry must grow from motives that are deeply personal, composed in conversation with one another. (MM)

ED 305 635 CS 211 745
Starr, Al
The Creative Writing Forum–High Schools and Colleges Working Together.
Pub Date—Mar 89
Note—12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College English, *College School Cooperation, Community Colleges, *Creative Writing, Higher Education, High Schools, *Program Descriptions, Public Schools, Student Motivation, *Workshops
Identifiers—Essex Community College MD, *Writing Contests
The Creative Writing Forum of Essex Community College is a cooperative venture sponsored by three community colleges and the public school system in Baltimore County, Maryland, in which presentations and workshops are given by a featured creative writer and a scholarship to a community college is awarded. The forum was designed to remind high school and college English teachers that they are doing different parts of the same job, to encourage students to write creatively, and to encourage students to continue their studies at Essex Community College. The original plan for the forum underwent considerable change as alternative sources of funding were sought after the first forum was held. Reactions to the first two forums have been very favorable, and the program is now refined to the point where only minor alterations will be needed. With some revision, this kind of program can work at other institutions as well. (RS)

ED 305 636 CS 211 746
Morse, Philip S.
Using Communication Skills in the Writing Conference.
Pub Date—[Mar 88]
Note—18p.; Paper presented at the Annual Meet-

ing of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
Pub Type— Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Communication Skills, *Interpersonal Communication, Listening Skills, *Teacher Role, Teacher Student Relationship, Writing Improvement, *Writing Instruction
Identifiers—*Listening Strategies, *Teacher Student Conferences, Writing Conferences
Teachers who conference well with writers often assume a role different from that of the traditional dispenser of information. A number of components have been identified that underlie good communication practices in helping relationships. Teachers can use the following listening or attending skills in virtually any conferencing format: basic attending behavior, including eye contact, body language, use of voice; minimal encouragement and paraphrase–use of silence, acknowledgement responses, and paraphrasing what the student has just said; reflection of feelings–labelling and working through feelings of the student immediately in the conference setting; inviting a student to discuss the paper, which is often best achieved through the use of open questions. At the end of a conference a teacher needs to help the student summarize what took place and to restate or recapitulate the substance of the conference. Four influencing skills should also be at the heart of any writing conference: positive asset search; confrontation; directives; and self-disclosure. A possible conference format that could be effective in using attending and influencing skills is to: 1) gain a sense of rapport and help put the student at ease; 2) identify what seems to be the biggest concern for the student; 3) help the student solve his writing problems or concerns; and 4) discuss with the student what he will do next with the paper. In knowing and using these skills, teachers will be able to communicate with writers and support them with purpose, insight, compassion, and understanding. (RAE)

ED 305 637 CS 211 747
Developing Writing Prompts for TEAMS Written Composition.
Texas Education Agency, Austin.
Pub Date—88
Note—36p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Basic Skills, Elementary Secondary Education, Grade 3, Grade 5, Grade 7, Grade 9, *State Standards, Teaching Methods, *Writing Evaluation, *Writing Instruction
Identifiers—*Texas Educational Assessment of Minimum Skills, *Writing Assignments, Writing Strategies
Developed in response to numerous requests from curriculum specialists and classroom teachers, this booklet addresses student assessment in written composition. Its purpose is: (1) to assist teachers in constructing writing prompts which correspond to the TEAMS (Texas Educational Assessment of Minimum Skills) writing objectives and measurement specifications; (2) to provide sample writing prompts; and (3) to guide teachers in the evaluation of their students' written compositions. It includes sample prompts and sample writing assignments for each of grades 3, 5, 7, and 9 for the various forms of writing; a discussion of purpose; and scoring suggestions. (RAE)

ED 305 638 CS 211 749
Fulwiler, Toby
Writing as an Extra-Disciplinary Activity.
Pub Date—Mar 89
Note—4p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Higher Education, *Interdisciplinary Approach, *Nonfiction, *Research Papers (Students), *Writing Across the Curriculum, *Writing Exercises, *Writing Instruction
Identifiers—*Writing Strategies
A writing class that includes individuals from different disciplines can allow its members to gain a useful perspective on what people do, study, and stand for in the world outside the writing class. There are three assignments that can be particularly useful to explain the view of writing as an extra-disciplinary activity: (1) studying a prose writer of the student's choice; (2) writing a personal research paper; and (3) analyzing the structure of knowledge in the student's own discipline. There are several biases that will inform responses to the students' investigations, such as truth cannot, ultimately be caught; good writing will create believable demonstrations of what it is that has been captured; and really good writing can fool a person. The writing course is the best place in which to learn about those values the university holds most dear–the objective pursuit of truth and the relativity of knowledge–and to examine the nature and validity of those same values. (MS)

ED 305 639 CS 211 750
Butler, Sydney J. Bentley, Roy
Lifewriting and Text Creation: Developing Response through Autobiographical Writing.
Pub Date—4 Apr 89
Note—27p.; Paper presented at the International Reading and Response Convention (Norwich, East Anglia, England, April 4, 1989).
Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052) — Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Autobiographies, Higher Education, Models, *Personal Narratives, Reading Writing Relationship, Teaching Methods, *Writing Instruction, Writing Skills
Identifiers—Reminiscence, Writing Attitudes, Writing Contexts
The best way to understand and appreciate the forms and structures of autobiography is through the creation of lifewriting stories–memoirs, portraits, reminiscences, anecdotes, family histories, etc., which provide entry points for exploration in life experiences. Lifewriting texts provide the best point of penetration for the developing reader to come to understand not merely the nature of the autobiographical genre, but also to move towards more developed and sophisticated responses to literature in general. An examination of the research on autobiographical writing can lead to a greater understanding of how writers create the illusion of memory in the creation of a literary "self." In a lifewriting class the move from writing to reading is inevitable. The collaborative mode of composition presents the individual writer with a variety of texts in which other writers have tackled similar methodological questions in regard to getting their life stories down on paper. Initially each participant reads to discover alternative forms of presentation. Within the confines of the lifewriting group the texts that are read, appreciated, and criticized are fairly short and simple texts written by the other members of the group. But the skills and attitudes learned in this situation have a natural carry-over to the reading of more sophisticated life stories and memoirs in published texts. The structure which brings people together to write about their own experiences and share their reading and writing is very close to the type of primary classroom now labeled "whole language." (Thirty-seven references are attached.) (RAE)

ED 305 640 CS 211 751
Spaulding, Cheryl L.
The Effects of Control Opportunities and Instructional Support on High School Students' Writing Task Engagement.
Pub Date—Mar 89
Note—36p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Content Area Writing, Educational Research, Factor Analysis, High Schools, *High School Students, *Ownership, Self Efficacy, *Student Attitudes, Teacher Role, Writing Research
Identifiers—*Instructional Support, *Writing Attitudes, Writing Tasks
A study investigated the relative effects of ownership opportunities and instructional support on high school students' engagement with assigned writing topics. Subjects, 66 eleventh graders enrolled in five United States history classes, experienced three instructional conditions, writing on one of three topics in each one. The instructional conditions were: ownership opportunities/no instructional support; instructional support/no ownership opportunities; and ownership opportunities/instructional support. Data were also collected on students' self-efficacy, topic-knowledge organization, task-related persistence, behavior, essay characteristics, and students' responses to the instructional/writing episodes. While the results emerging from this study were highly complex, the major finding indicated the importance of instructional support in explaining the students' writing-task engagement. Students were more persistent, more reflective, expressed less self-doubt and greater interest when instructional support was high. (Two figures and four tables of data are included. Fifteen references are attached. An appendix includes the self-efficacy and student response questionnaires.) (SR)

ED 305 641 CS 211 752
LeBlanc, Paul
Competing Ideologies in Software Design for Computer-Aided Writing Instruction.
Pub Date—[Mar 89]
Note—14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computer Assisted Instruction, *Computer Software Reviews, *English Departments, Higher Education, *Politics of Education, Word Processing, Writing Instruction, *Writing Processes
Identifiers—*Composition Theory, *Style Checkers (Software)
Composition researchers are poised to offer new answers to the three questions which are at the heart of ideological definition: what exists; what is good; and what is possible? Researchers must consider the impact of computer-assisted composition programs (often called "style checkers") as well as the basic word processor. Style checkers currently available place a strict emphasis on rules and mechanics of presentation and do not value content. The field must address the issues raised by entrenched product-centered software or it may find itself developing and working with tools uninformed by sound theory and pedagogy. Luckily, a grass-roots movement of teachers designing computer programs which emphasize quality of content has taken hold in the field of composition. The success of such ventures will depend upon the ability of software developers to gain recognition and support from English departments which typically see computers and those who work with them as part of the technological culture with which they will not conspire. Should English departments abdicate their responsibility to guide the development of computer tools for composition, the English teachers may very well find themselves working within an ideological, and thus pedagogical, concept of writing that is not of their own making. (Eighteen references are attached.) (RS)

ED 305 642 CS 211 753
Gundlach, Robert And Others
Writing and Reading in the Community. Occasional Paper No. 8.
Center for the Study of Writing, Berkeley, CA.; Center for the Study of Writing, Pittsburgh, PA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 89
Note—46p.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Beginning Reading, Community Attitudes, Community Characteristics, Early Childhood Education, *Family Environment, Language Acquisition, *Reading Instruction, *Social Influences, Work Environment, *Writing Instruction, Written Language, Young Children
Identifiers—*Beginning Writing, *Emergent Literacy
Children in modern literate cultures often begin learning to write and read before they begin school, and continue to use written language, and to develop writing and reading abilities, in nonschool settings even as they attend school. It is often the case as well that the writing and reading demands of school differ from those of nonschool writing and reading activities, and that the literacy skills emphasized in school do not, moreover, coincide with those needed or desired in the working world. Recent scholarship on writing and reading outside the school provides the vehicle for exploration of the

relatedness of reading and writing as social practices and consideration of the implications of this social view of literacy outside of school for reading and writing instruction in school. The areas of scholarship examined in depth are: (1) recent research on young children's early reading and writing, often called "emergent literacy"; (2) linguistic patterns children acquire in their development of spoken language and the relation of those patterns to writing activities in school; and (3) the similarities and differences between literacy demands in school and at work. Implications for school policy, curriculum development, and teaching practice are suggested. (One hundred and twenty footnotes are attached.) (RS)

ED 305 643 CS 211 754
Moffett, James
Bridges: From Personal Writing to the Formal Essay. Occasional Paper No. 9.
Center for the Study of Writing, Berkeley, CA.; Center for the Study of Writing, Pittsburgh, PA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 89
Note—24p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum Development, Elementary Secondary Education, Essays, Higher Education, *Personal Narratives, *Student Writing Models, *Teacher Role, Teacher Student Relationship, Teaching Methods, Writing Instruction
Identifiers—Academic Discourse, *Points of View (Writing), Textual Analysis, *Voice (Rhetoric), Writing Assignments
How writing teachers get students from the personal-experience theme, with its many colloquial terms, to the formal essay seems to be a national issue. Teachers are under pressure to do the thing that colleges seem to value most–to teach the kind of essay that corresponds to term papers or essay questions. Colleges emphasize this because it is part of their testing program, and this pressure passes all the way down to the elementary school. This tends to determine the bent of the writing curriculum. The purpose is to aim at ways of teaching other kinds of writing that will, at the same time, prepare for what colleges want. There are two main bridges from the personal narrative to various kinds of informal and formal essays. One is by way of intervening kinds of discourse that students might practice in between personal writing and essay writing. The other way is by "parlaying" personal writing directly into essay. A good idea is for writing teachers to use former students' writing to work with current students. A selection of student writing from elementary school through college shows a wide repertoire of writing possibilities. (Includes a figure breaking down the main kinds of writing into five groupings. (RAE)

ED 305 644 CS 211 756
Dickerson, Mary Jane
The Implications of Collaborative Writing: A Dialogue.
Pub Date—[Mar 89]
Note—16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Freshman Composition, Higher Education, *Libraries, Research Papers (Students), Teaching Methods
Identifiers—Collaborative Learning, *Collaborative Writing, Empowerment, Multiple Authorship, *Writing Assignments, Writing Contexts
Students must reconsider the nature of composing and their identities as writers when working on a jointly authored piece of writing, such as a two-page report on a particular area in a university library. Looking at the ways workshop groups interact to produce a piece of collaborative writing and a joint oral presentation offers insight into the implications of writing as a social act, enabling cognitive growth and, ultimately, empowerment. The peer group must of necessity reach some consensus through a struggle to organize material into a two-page report and a 15-minute presentation. However, students must also face their differences and distinctions as they struggle to invent a pluralistic writing subject on their area of the university library in addition to making what they learn accessible to others. By demystifying the library for themselves and by negotiating the processes of joint authorship in which individual performance gives way to language as a social practice (i.e.group performance), students move into later assignments which require them to use resources outside the self, enabled by familiarity with library resources and some confidence about their abilities to find out what they need to know. Finally, they get a sense of what it is like to participate in the academic community through academic discourse. (A note to teachers on the library report is attached.) (MM)

ED 305 645 CS 211 757
Parson, Gail
The Alaska State Writing Consortium: The First Five Years.
Alaska State Dept. of Education, Juneau. Office of Curriculum Services.
Pub Date—86
Note—31p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Elementary Secondary Education, *Inservice Teacher Education, Program Descriptions, Program Effectiveness, *Teacher Improvement, *Writing Instruction
Identifiers—*Alaska, *Alaska State Writing Consortium
This booklet documents the first 5 years of the Alaska State Writing Consortium, an association made up of 45 Alaska school districts, the Alaska Department of Education, and the University of Alaska. The Consortium, which oversees the organization and implementation of teacher training programs in writing and the teaching of writing, has five basic aims: (1) to improve student achievement in writing; (2) to improve the teaching of writing through staff development; (3) to identify exemplary writing teachers in Alaska and train and support them as teacher-consultants; (4) to foster and support teachers as researchers; and (5) to make efficient use of consultants and resources by providing a cooperative interdistrict network. The booklet is in four main sections. The first section describes the organization: what it is; the purpose; how it came to be; membership; management and leadership; and funding. The second section covers the training program: how it works and its benefits. The third section deals with the consortium's impact, covering survey results, impact on teaching skills, and impact on student achievement. The fourth section deals with implications for the future and the next stage of the Consortium. Appendixes include commonly asked questions, information contact, 1986 Consortium members, and a letter exchange on fluency versus correctness from the network newsletter. (SR)

ED 305 646 CS 211 758
Labercane, George
Talking the Loneliness out of Writing.
Pub Date—Nov 88
Note—17p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (78th, St. Louis, MO, November 18-23, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Communication, Grade 4, Grade 5, Grade 6, Intermediate Grades, Participant Observation, Qualitative Research, *Writing Processes, Writing Research
Identifiers—*Intrapersonal Communication, Mapping, Webbing (Thematic), *Writing Strategies
A study examined the role of talk in the writing act. The study utilized participant observational techniques in an attempt to discover how talk was implicated in all stages of writing. Subjects were three fourth, fifth, and/or sixth grade informants, with one student emerging as the key informant in the study. Results indicated that talk appeared to be a crucial aspect of writing, beginning with planning and moving to conferencing, collaborating, and revising. In all cases, talk was viewed as an internal process of reflective dialogue and an external act in which the writer actively engaged in dialogue with peers in an attempt to clarify textual meaning. Part of talking the loneliness out of writing is recognizing that all composing strategies are, in relevant ways, socially based. In other words, writing depends on talk as a means for planning all the way through to revising. Just as speaking tries to convey the speaker's intentions to others, thereby overcoming the isolation of egocentric talk, so it is in writing that talk is used as a vehicle for clarifying the writer's intentions to others. When there is success in both endeavors there is a fundamental sense in which completion is achieved. (Fourteen references are attached.) (RAE)

ED 305 647 CS 211 759
Froese, Victor
Aspects of Holistic Scoring Validity.
Pub Date—Apr 89
Note—18p.; Paper presented at the Annual Meeting of the National Testing Network on Writing Assessment (7th, Montreal, Canada, April 9-11, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, Foreign Countries, Grade 3, Grade 6, Grade 9, *Holistic Evaluation, Statistical Analysis, *Validity, *Writing Evaluation
Identifiers—Canada, General Linear Model, *Writers Workbench (Computer Software)
A study investigated two questions regarding the validity of holistic writing evaluation: (1) How well do holistic scores predict sentence length, passage length, and spelling errors in grades 3, 6, and 9 narrative and explanatory writing? and (2) Which model best predicts these variables (across grades within type, or within grade within type)? Forty randomly selected narrative and 40 explanatory passages originally scored holistically as part of a Canadian provincial writing assessment program were reanalyzed with the Writer's Workbench software. Findings indicated that holistic scoring is apparently sensitive to sometimes irrelevant factors such as composition length, sentence length, and spelling errors, but that these operate differentially at different grade levels and for different types of writing. (Two tables of data are included and 13 references are attached.) (SR)

ED 305 648 CS 211 761
Baldwin, Janet
Writing Skills of Graduating High School Seniors and Adult High School Non-Completers: A Study of Factor Structure Invariance.
Pub Date—28 Mar 89
Note—24p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, March 28, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Students, Dropouts, High School Equivalency Programs, High Schools, High School Seniors, Models, *Structural Analysis (Linguistics), Writing Instruction, Writing Research, Writing Skills
Identifiers—*Confirmatory Factor Analysis, Factor Invariance, *General Educational Development Tests, Linear Relationships, Writing Skills Assessment Test
A study examined factor structure invariance among the writing skills of graduating High School Seniors and Adult High School Non-Completers. The study had three purposes: (1) to use LISREL confirmatory factor analysis (CFA) procedures to specify and test a series of factor models based on the test specifications content of the General Educational Development (GED) Writing Skills Test; (2) to evaluate the fit of these models to a set of test data obtained from a national sample of graduating high school seniors; and (3) to test the invariance of the best fitting factor structure model in both the seniors and the adult high school non-completers. Subjects were 2,532 high school seniors who took the anchor form of the Writing Skills Test in the spring of 1987 and 699 adult high school non-completers between the ages of 17 and 19. Results indicated the nature of writing skill measured by this test to be a single construct reflecting generalized proofreading/editing skills. No support was found for the view that separate item-type methods factors accounted for variability of performance on the multiple-choice portion of the GED test. This study provided an empirical field-based illustration of the use of CFA procedures to evaluate the factor structure of multiple-trait, multiple-method data and to test for the invariance of plausible measurement models over multiple groups. (Two tables of data are included, and 24 references and a list of variables are attached.) (RAE)

ED 305 649 CS 211 770
Samples of Students' Writing from the Social Studies 30 Diploma Examination, June 1988.
Alberta Dept. of Education, Edmonton. Student

Evaluation and Records Branch.
Pub Date—Nov 88
Note—56p.; Handwriting in essay samples may affect legibility.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Achievement Tests, *Content Area Writing, Foreign Countries, Grade 12, Graduation Requirements, High Schools, *Scoring, *Social Studies, Student Evaluation, *Student Writing Models, Test Items, *Writing Evaluation, *Writing Skills
Identifiers—*Alberta
This booklet provides samples of student writing that exemplify the standards that governed the scoring of student essays on the June 1988 Social Studies 30 Diploma Examination. Copies of the two essay assignments are provided, and five student essays are included for both topics, covering the full range of student writing. Commentaries accompanying the essays highlight selected features of the students' writing and show how the scoring criteria used to mark the essays relate to the students' work. Accompanying each student essay is a discussion relating the characteristics of the essay to the descriptors in the scoring guide. Appendixes provide the essay scoring guide and an additional sample of student writing. (MM)

ED 305 650 CS 211 773
Gilliland, Mary
Addicted to Expectations? Conference!
Pub Date—Mar 89
Note—16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
Pub Type— Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Expectation, Higher Education, *Interprofessional Relationship, *Self Evaluation (Individuals), *Teacher Student Relationship, Writing Across the Curriculum, *Writing Instruction
Identifiers—*Writing Conferences
Whether teaching incoming students or training faculty in other disciplines, writing instructors often form unrealistic expectations about goals and skills of students and colleagues, which (like chemical addictions) predictably recur each semester as though they had never occurred before. For effective instruction, it is important that expectations--of oneself, students, teachers, curricula, seminars, and the whole educational endeavor--be recognized, scaled down, or realistically expanded. One-to-one conferences offer the opportunity to address such expectations and break teacher-student codependency by dispelling judgments or projections and consolidating what the participants require of each other. In developing an upper-level course, conferencing helps all concerned--faculty, teaching assistant, and writing consultant--to discover, examine, and in some cases reformulate assumptions. (SR)

ED 305 651 CS 211 775
Milner, Joseph O'Beirne, Ed. Milner, Lucy Floyd Morcock, Ed.
Passages to Literature: Essays on Teaching in Australia, Canada, England, the United States, and Wales.
National Council of Teachers of English, Urbana, Ill.
Report No.—ISBN-0-8141-3499-8
Pub Date—89
Note—135p.
Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 34998-3020, $6.95 member, $8.95 nonmember).
Pub Type— Books (010) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—English Instruction, Foreign Countries, Higher Education, *Literature Appreciation, Middle Schools, *Reader Response, Secondary Education, Teaching Methods
Identifiers—Australia, England, Response to Literature, Wales
Representing Australia, Canada, England, the United States, and Wales, this collection of essays focuses on ways in which teachers can adapt classroom activities and modify writing assignments to encourage personal response and exploration of texts. Essays, their authors, and nationalities are as follows: (1) "The River and Its Banks: Response and Analysis in the Teaching of Literature" (Robert E. Probst, United States); (2) "Literature in the Secondary School: What Is and What Should Be" (Ken Watson, Australia); (3) "Developing Responses to Character in Literature (John Dixon and Leslie Stratta, England); (4) "A Test-Driven Literary Response Curriculum (Patrick X. Dias, Canada); (5) "Imaginative Investigations: Some Nondiscursive Ways of Writing in Response to Novels" (Peter Adams, Australia); (6) "Novels: Vehicles for Time Travel for Middle School Students" (Ben Brunwin, England and the United States); (7) "Response Model and Formal Method in Tension" (Derrick Sharp, Wales); (8) "A Developmental Approach to Literature Instruction" (Joseph O. Milner, United States); and (9) "The Humanities in Contemporary Life, or, The Bull That Could Waltz Away" (Michael Cooke, United States). (MM)

ED 305 652 CS 211 776
Crowley, Sharon
A Teacher's Introduction to Deconstruction.
National Council of Teachers of English, Urbana, Ill.
Report No.—ISBN-0-8141-5014-4
Pub Date—89
Note—80p.; NCTE Teacher's Introduction Series.
Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 50144-3020, $5.95 member, $7.50 nonmember).
Pub Type— Information Analyses (070) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*English Instruction, Higher Education, Learning Strategies, *Literary Criticism, Rhetoric, Secondary Education, *Teaching Methods, *Theory Practice Relationship, *Writing Instruction, Writing Processes
Identifiers—*Deconstruction (Literature), de Man (Paul), *Derrida (Jacques), Literary Theory
This monograph is designed to help English teachers see what it is that the literary theory of deconstruction has to offer them as they pursue their work. The monograph focuses on the implications of deconstruction for the English classroom in American schools. It includes a discussion of Jacques Derrida's philosophy of reading and writing a review of some American critics' reactions to deconstruction and responses made by English teachers to the theory; and an examination of a deconstructive reading of writing pedagogy as it underscores the appropriateness of much of the lore connected with process pedagogy. The monograph also contains an appendix on "How to Read Derrida," three pages of endnotes, a brief glossary of deconstructionist terminology, a 70-item list of references, an 11-item list of Derrida works not cited in the text, a 38-item bibliography of works on Derrida and deconstruction, and a 9-item list of exemplary readings on deconstruction. (RAE)

ED 305 653 CS 211 777
Farrell, Pamela B., Ed.
The High School Writing Center: Establishing and Maintaining One.
National Council of Teachers of English, Urbana, Ill.
Report No.—ISBN-0-8141-2118-7
Pub Date—89
Note—170p.
Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 21187-3020, $6.95 member, $8.75 nonmember).
Pub Type— Books (010) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Administrative Organization, College School Cooperation, Computer Assisted Instruction, High Schools, High School Students, Program Design, Program Development, School Community Relationship, Teacher Role, *Writing Instruction, *Writing Laboratories
Identifiers—Tutor Training
Focusing on high school writing centers, this collection of essays discusses a variety of issues associated with the writing center, including the process of securing the principal's support, setting goals, working out physical arrangements, training tutors and professional staff, fostering student participation, and record keeping. Essays and their authors are as follows: (1) "High School Writing Centers: An Introduction" (Pamela B. Farrell); (2) "The High School Writing Lab/Center: A Dialogue" (William A. Speiser and Pamela B. Farrell); (3) "Goals and Philosophies of High School Writing Centers" (Amy K. Levin); (4) "Finding a Space" (Richard Allen and Pamela B. Farrell); (5) "Staffing the Writing Center" (Harriet Marcus and Pamela B. Farrell); (6) "Scheduling" (Barbara Brooks and Carol Lefelt); (7) "Developing a Writing Center: What Can a Consultant Do?" (Lil Brannon); (8) "Training Peer Tutors for the Secondary School Writing Center" (Elizabeth Ackley); (9) "Training of Professional Staff" (Anne Wright); (10) "Filling the Room: Public Relations" (James Upton); (11) "Types of Student Clients" (Ellen H. Brinkley); (12) "Working with Students" (Sharon Sorenson); (13) "Supervising" (Elizabeth Ackley); (14) "Keeping Records in the Writing Lab" (Anne Wright); (15) "Equipment for the Writing Lab/Center" (Anne Wright); (16) "Computers Interact with Writers and Tutors" (Pamela B. Farrell); (17) "Revising Aids: A Step Beyond Word Processing" (Pat Stoddart); (18) "Why Computer Assisted Instruction?" (Betty Barbara Sipe); (19) "High School-College Collaboration" (Henry A. Luce); (20) "Writing across the Curriculum" (Barbara Brooks); (21) "Community Connections" (Rosa I. Bhakuni); (22) "Community and the Writing Lab" (John Neil Graham). (Appendixes include "true confessions" of high school writing center directors, a list of suggested readings for writing center directors, and a high school writing center directory.) (MM)

ED 305 654 CS 211 778
Stahlschmidt, Agnes D.
Teaching with Trade Books, K-8: Library Resource Materials for Teachers and Students.
Pub Date—Apr 89
Note—9p.; Portions of this paper presented at the Annual Spring Conference of the National Council of Teachers of English (Charleston, SC, April 5-8, 1989).
Pub Type— Reference Materials - Bibliographies (131) — Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Authors, *Childrens Literature, Class Activities, Elementary Education, *Library Materials, *Library Material Selection, Literary Genres, Literature Appreciation, Middle Schools, Puppetry, Readers Theater, *Reading Aloud to Others, Reading Materials, Story Telling
Identifiers—Illustrators
This bibliography is comprised of 54 annotations of library resource materials in the following areas: (1) "Locating Titles on a Theme/Literary Genre"; (2) "Identifying Titles for Reading Aloud"; (3) "Learning to Express Yourself: Puppetry, Reader's Theater, Storytelling"; (4) "Locating Information about Authors and Illustrators"; (5) "Using Literature in the Classroom: Resources for the Professional Collection"; and (6) "Just for Fun: Literature Activities." A list of addresses of publishers/distributors is appended. (MS)

ED 305 655 CS 211 779
Davis, Kevin
Negotiating Basic Writing Subcultures: Each of Us Is Alike in Our Differences.
Pub Date—27 Apr 89
Note—13p.; Paper presented at the Annual Meeting of the Oklahoma Council of Teachers of English (Oklahoma City, OK, April 27-29, 1989).
Pub Type— Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cultural Differences, Higher Education, *Nonstandard Dialects, Peer Relationship, *Social Differences, Writing Difficulties, *Writing Instruction
Identifiers—*Academic Community, *Basic Writers, Collaborative Writing
Teachers often view basic writers as manifestations of three different problems: problems with usage forms, problems with discourse forms, and problems with thought. The first type consists of problems of standard versus nonstandard English usage, and is concerned with error. Others see basic writers' problems as ones of discourse forms and conventions. This view would remediate basic writers by teaching them to emulate models of discourse. A third view of writers suggests that they need to assume different ways of thinking, of examining problems. But basic writers can think in any way which is appropriate for their situation. The same intellectual skills which served them in an inner-city neighborhood or rural farming community can serve them in an academic community. They do, however, need to learn to translate their thought

from outside-the-academy views to inside-the-academy views. Teachers need to establish connections between these disparate subcultures in order to translate between levels of intensity within the areas of commitment. This translation can be facilitated through more extensive use of peer groups in the basic writing class. Through peer interaction, basic writers begin to understand that good writing allows members of one subculture, of one discourse community, to communicate with members of others. (MM)

ED 305 656 CS 211 780
Piazza, Stephen, Comp. Suhor, Charles, Comp.
Trends and Issues in English Instruction, 1989–Seven Summaries. Summaries of Informal Annual Discussions of the Commissions of the National Council of Teachers of English.
National Council of Teachers of English, Urbana, Ill.
Pub Date—89
Note—16p.; For the 1988 Trends and Issues Report, see ED 295 167.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Censorship, *Curriculum Development, Educational Media, *Educational Trends, Elementary Secondary Education, *English Instruction, Higher Education, Language Usage, Literature Appreciation, Problems, *Reading Instruction, Teacher Education, *Writing Instruction
Identifiers—Cultural Literacy, Educational Issues, *English Only Movement
Information on current trends and issues in English instruction, compiled by the directors of six National Council of Teachers of English commissions, is presented in this report, the sixth annual trends and issues report by the commissions. The commissions and their directors are as follows: (1) Commission on Language (Jesse Perry); (2) Commission on Curriculum (Linda Shadiow); (3) Commission on Literature (Gladys V. Veidemanis); (4) Commission on Composition (Sharon Crowley); (5) Commission on Reading (Constance Weaver); and (6) Commission on Media (William V. Costanzo). The report of the Standing Committee against Censorship (John M. Kean) is also included. Some of the subjects discussed in the document include undergraduate teacher education, language programs, language arts textbooks, computers in English language arts, whole language, local curriculum development, English-only movement, the narrowing of the literary canon, an exclusionary approach to the teaching of literature, testing, reading-writing relationships, computers in composition, National Writing Projects, inservice education, film and television criticism, censorship, and academic freedom. (MS)

ED 305 657 CS 211 781
McCarthey, Sarah J.
The Teacher, the Author, and the Text: Variations in the Form and Content of Writing Conferences.
National Center for Research on Teacher Education, East Lansing, MI.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 89
Grant—OERI-G-86-0001
Note—39p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989). Project supported by the National Center for Research on Teacher Education, Michigan State University.
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Case Studies, Educational Research, Elementary Education, Elementary School Teachers, *Teacher Attitudes, *Teacher Behavior, *Teacher Student Relationship, *Writing Instruction, Writing Research
Identifiers—*Writing Conferences
In order to describe the process by which teachers who are learning to use writing conferences move toward a more constructivist view of teaching and learning (emphasizing interaction between teacher and student, the negotiation of meaning, and the role of language in learning), a study presents three case studies. Subjects were three New York City elementary school teachers participating in the Columbia University Teachers College Writing Project (a coordinated effort to involve teachers and students in the writing process in the classroom setting). The study describes each teacher in turn: (1) characterizing their writing conferences, including strategies for conferring; (2) demonstrating how teachers' conceptions of the purposes of the conference shaped their interactions with students; and (3) demonstrating how these conceptions changed over time. Three semi-structured interviews and three classroom observations made over one school year were used to gather data about each teacher. Results indicated that although the three teachers started at different points with differing conceptions of the purposes of the writing conferences, they progressed toward a common point reflecting a balance between encouraging students to own their writing and finding a way to intervene to encourage growth in the writing of students. Movement towards this balance was reflected on three dimensions: conceptions of the purposes of conferences; the content of conferences; and teacher-student interactions during the conference. (Sixteen references are attached.) (SR)

ED 305 658 CS 211 783
Klug, Beverly J.
Utilizing Literature within the School Curriculum.
Pub Date—89
Note—10p.; For a related document, see CS 009 606.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Childrens Literature, *Curriculum Development, Elementary Secondary Education, Reading Aloud to Others, Reading Comprehension, *Reading Instruction, Story Grammar
Identifiers—Reading Motivation, Story Structure
The incorporation of literature into the school curriculum is perceived as an important way to involve students in "real world" reading. To maximize the use of literature in the school curriculum, teachers need to concentrate on three areas: (1) modeling for students; (2) developing a sense of story; and (3) enhancing comprehension skills through the use of literature. Literature should be viewed as an integral part of the school curriculum, not as a separate add-on. (An example of a structured overview of a simple story is included.) (Author/MM)

ED 305 659 CS 211 784
Zuercher, Nancy T.
Students' Self Assessment.
Pub Date—10 Apr 89
Note—27p.; Paper presented at the Annual Conference on Writing Assessment, National Testing Network in Writing (7th, Montreal, Quebec, Canada, April 10, 1989).
Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Cues, Educational Games, Evaluation Methods, Higher Education, *Journal Writing, *Self Evaluation (Individuals), Student Attitudes, Student Journals, *Writing Evaluation, Writing Instruction
Identifiers—Expressive Writing, Writing Attitudes, Writing to Learn
Self-assessment occurred daily in the act of learning in a professional writing class, which met in a computer-networked writing classroom. Strategies for self-assessment were based on James Britton's "expressive writing" and Peter Elbow's believing game. Students recorded and assessed this active learning in a Writer's Notebook (a journal with a neutral name). The Writer's Notebook provided a place for them to discover, to experiment, and to make meaning for themselves and about professional writing; to organize their ideas; and to see progress as professional writers. Its entries also included metacognition, cognition, and feelings. Students responded to five types of prompts: metacognition, practice writing, response to reading, dialogue, and assessment. These prompts were designed primarily to facilitate writing to learn rather than to serve as prewriting for final products. The teacher's reading and responding to content reinforced students' ownership of their writing and encouraged them. Influenced by the Adlerian distinction of encouragement and praise, the language of the believing game became significant. The Writer's Notebook also became a dialogue journal. As self-assessment continued during the semester, students increased their self-esteem, empowered themselves, increased their confidence about their writing and computers, developed control of their writing behavior and feelings, and simultaneously improved their professional writing. (Appendixes consist of a Writer's Notebook guide, prompts, and a handout entitled "What Is a Response?") (Author/MM)

ED 305 660 CS 211 785
Goldstein, Norma Walrath
Thomas Hardy's Victorian Gothic: Reassessing Hardy's Fiction and His Gothic Sensibility.
Pub Date—89
Note—171p.; Ph.D. Dissertation, University of Rhode Island.
Pub Type— Dissertations/Theses - Doctoral Dissertations (041) — Reports - Evaluative (142)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*English Literature, *Fiction, Literary Criticism, Literary Devices, *Literary Styles, Literature Appreciation, *Victorian Literature
Identifiers—*Gothic, *Hardy (Thomas)
Proposing that Thomas Hardy's fiction exhibits strong Gothic sensibilities which offer insight into his artistic vision and add to the power of his fiction, creating a new form of the Gothic, a Victorian Gothic, this dissertation reassesses the Gothic strains in Hardy's fiction. The dissertation is in eight chapters: (1) Introduction to Hardy's Gothic Sensibility and His Unique Achievement; (2) The Gothic Tradition; (3) Hardy's Direct Connection with Things Gothic: Sources for His Gothic Sensibility; (4) Hardy's Minor Fiction: His Short Stories; (5) Hardy's Minor Novels: Beginning His Victorian Gothic; (6) Hardy's Major Fiction: Development of His Gothic Aesthetic; (7) Hardy's Major Fiction: Gothic Tones of "Tess" and "Jude"; and (8) Conclusion–Hardy's Victorian Gothic, and the Modern Tradition. One hundred and fifty-two footnotes are attached, and a 75-item bibliography concludes the work. (SR)

ED 305 661 CS 211 793
Schwartz, Stephanie L.
Using Journal Writing in the Basic Speech Course.
Pub Date—May 89
Note—7p.; Paper presented at the Annual Meeting of the Eastern Communication Association (80th, Ocean City, MD, May 3-7, 1989).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Higher Education, *Journal Writing, Secondary Education, Speech Communication, *Speech Instruction, *Student Journals, Teaching Methods, Verbal Communication
Identifiers—*Speech Communication Education
Several forms of journal writing, both graded and ungraded and serving different purposes, were used to enhance instruction and outcomes of a basic course in oral communication. In-class journals, written in the first five minutes of class and intended to stimulate thought rather than to practice correct writing, were on a topic assigned by the instructor or suggested by the students. Such journal entries served several functions: getting attention and focusing on content quickly; giving students an opportunity to reflect on course work; providing an introduction to the day's topic; serving as study guides; encouraging interactive learning; motivating students to do reading assignments on time; and offering reticent students a non-threatening option of class participation. These journal entries, while not graded, counted towards class participation. The last five minutes of class time were also used for journal writing, evaluating presentations, summarizing lectures, or answering prepared questions. These journals were collected on a daily basis and fully graded. Writing journals at home provided an opportunity for non-pressured writing, and served as an arena for students to reflect on their reading and classroom experiences. They were graded for information and opinions presented. Student evaluations strongly approved the use of journals. (SR)

ED 305 662 CS 211 794
Clayton, Catherine
America's Seniors: Marketers Are Underestimating Their Power.
Pub Date—89
Note—14p.; Paper presented at the Annual Meeting of the Southern States Communication Association (Louisville, KY, April 6-8, 1989) and at the Annual Meeting of the Eastern Communication Association (80th, Ocean City, MD, May 3-7, 1989).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Advertising, Age Discrimination, *Consumer Economics, *Marketing, *Older

Adults, *Personal Care Homes
Identifiers—Market Segmentation, *Marriott Corporation
Society has stereotyped the elderly as those who are unable, dependent, institutionalized, and handicapped in various other ways. Stereotyping older people in this manner allows them to be cast aside in the market as well. The marketing community should concentrate more on this thriving aggregate, for they have disposable income–some for the first time in their lives–and time to spend it. Average per capita income of households headed by someone over 65 is only $500 less than that of the working population as a whole. Despite these figures retailers still do not pay meaningful attention to this potentially lucrative market. The Marriott Corporation has taken a new approach to the elderly by trying to find out what the needs of this group are and how to meet them. They have come up with a "new service business" called Lifecare, a residential retirement community that not only provides personal care, health care, and all the necessities, but is designed to keep older people active and full of life by doing things with other people their own age. More marketers should overcome the archaic concept that those past middle age stay at home, clean their dentures, and worry over arthritis. They clean their homes, watch television, go to restaurants, and travel. It is time to cash in on this growing, robust market segment and reap the benefits. (Thirty-three notes are included.) (MS)

ED 305 663 CS 211 795
Engleberg, Isa N. Boileau, Don M.
Lecturing in the Community College Classroom: Research and Reactions.
Pub Date—7 May 89
Note—9p.; Paper presented at the Annual Meeting of the Eastern Communication Association (80th, Ocean City, MD, May 3-7, 1989).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Communication Skills, *Community Colleges, Doctoral Programs, Higher Education, Lecture Method, *Teacher Education Programs, Teaching Skills
Identifiers—*Course Development
To prepare a course on "Communication Skills for the Community College Teacher" a literature search and a focus group interview on the topic of effective community college lecturing was carried out. The literature search revealed shortcomings in the literature on lecturing, which tends to be oriented to secondary school or four-year college teaching, is often written by people with no exposure to the field of communication, and often ignores the issue of different lecturing techniques for different disciplines. Results of the focus group interview included a consensus that community college instructors face a unique teaching situation and that little has been done to prepare them for that challenge. The experience of teaching "Communication Skills for the Community College Teacher" proved the usefulness of such a course, as the course material was brand new to the students, most of whom were community college teachers. There is a significant need for research on community college teaching, which could be promoted by partnerships between four-year college researchers and community college faculty. (SR)

ED 305 664 CS 211 796
Hamilton, William H., Jr.
Dust Tracks on a Road: A View from the Audience.
Pub Date—Mar 89
Note—12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
Pub Type— Speeches/Meeting Papers (150) — Historical Materials (060)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Audience Awareness, Authors, *Autobiographies, *Black Literature, Literary Criticism, Literary Styles, Literature Appreciation
Identifiers—*Dust Tracks on a Road (Hurston), *Hurston (Zora Neale), Womens Literature
"Dust Tracks on a Road," author Zora Neale Hurston's autobiography, is not a typical black autobiography. Hurston is a complex woman and author who addresses both black and white audiences, shifting the cadences of her voice to invoke a readership that can hear the textures of many voices and respond to an underlying call to a world where race is a prominent feature of the landscape, but not the major or only landmark. Hurston does not want to be pigeonholed on the subject of the "race problem." Yet race is such a salient feature of Hurston's persona as a black female author in the 1930s that she is obliged to comment on it. Carefully dropping ethnic and racial semantic cues, Hurston universally condemns racial and ethnic braggadocio, and narrows her sympathizers to whoever can drop race pride of any sort from their lexicons. Despite this position, Hurston has pride in her roots, as evidenced in folk tales of the rural South which she relates with a voice that beckons those hungry for both the apocryphal and the authentic. Some of her most reverent language is reserved for her education at Morgan College and Howard University. Certain critics argue that Hurston's autobiography fails to explore the private motives that led to her public success. Yet a strong woman does not require an explicit reference to anything but her own work in order to articulate her sense of self. (MM)

ED 305 665 CS 211 797
Greene, Brenda M.
The Influence of Miscues on Basic Writers' Revision Strategies.
Pub Date—[89]
Note—14p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Case Studies, Higher Education, *Miscue Analysis, Oral Reading, Protocol Analysis, *Revision (Written Composition), Writing Research, Writing Skills
Identifiers—Basic Writers, Basic Writing, Teacher Researchers
A study examined how often basic writers miscued, the kinds of miscues they made, the possible factors related to why they made miscues, whether they corrected their miscues, and the degree to which miscues may have prevented them from seeing textual problems. Subjects, three female basic writers (part of a larger study) participated in four taped sessions where they were asked to read orally two of their own texts and two of their peers' texts. Think-aloud protocols were used to identify and propose problems in the texts. Results indicated subjects made a minimal numbers of miscues which they seldom corrected, that most of these miscues were word substitutions, and that most of these substitutions did not alter the syntax or meaning of the sentence. Findings suggest that the degree to which the miscues influenced revision was minimal. (An appendix of data is attached.) (RS)

ED 305 666 CS 211 816
Matalene, Carolyn B., Ed.
Worlds of Writing: Teaching and Learning in Discourse Communities of Work.
Report No.—ISBN-0-394-38295-1
Pub Date—[89]
Note—399p.
Available from—McGraw-Hill Book Co., 13955 Manchester Rd., Manchester, MO 63011 ($21.50).
Pub Type— Books (010) — Guides - Non-Classroom (055) — Opinion Papers (120)
Document Not Available from EDRS.
Descriptors—Business Communication, Higher Education, Industry, Journalism, *Technical Writing, Writing Instruction, *Writing Skills
Identifiers—Academic Community, Computer Industry, *Discourse Modes, Finance, Legal Community, Legal Writing, Writing Attitudes, *Writing Contexts, Writing Strategies
This collection of essays is intended to increase cultural awareness and provide new information about the nature of writing in a number of the discourse communities central to modern economic life. The book focuses on academe, journalism, industry, computers, finance, and law. Essays and their authors are: "Coming to Terms with Different Standards of Excellence for Written Communication" (K. R. Woolever); "A Case Study of One Adult Writing in Academic and Nonacademic Discourse Communities" (S. Doheny-Farina); "Process and Genre" (M. A. Eller); "From the Garret to the Fishbowl: Thoughts on the Transition from Literary to Technical Writing" (W. E. Rivers); "Adaptation: Business Writing as Catalyst in a Liberal Arts Curriculum" (J. S. Lewis); "Rhetoric and the Discourse of Technology" (T. Enos); "Writers in Organizations and How They Learn the Image: Theory, Research, and Implications" (J. A. Lutz); "The Text and the Trade Association: A Story of Documents at Work" (E. M. Alford); "The File Cabinet Has a Sex Life: Insights of a Professional Writing Consultant" (L. C. Johns); "Writing in the Military: A Different Mission" (N. G. Wilds); "Storyboarding an Industrial Proposal: A Case Study of Teaching and Producing Writing" (M. Zimmerman and H. Marsh); "Written Communication: The Industrial Context" (J. C. Mathes); "The Discourse Communities and Group Writing Practices of Management Students" (J. Forman); "Don't Profess: Coach" (D. M. Murray); "A Writing Teacher in the Newsroom" (C. B. Matalene); "Teaching Writing to C.P.A.'s–Or Anyone Else for That Matter" (D. Dieterich); "Consulting with 'Discursive Regimes': Using Personality Theory to Analyze and Intervene in Business Communities" (G. H. Jensen); "How to Appear Reliable without Being Liable: C.P.A. Writing in Its Rhetorical Context" (A. S. Hendrickson); "Bridging the Gap: In Which the Author, an English Major, Recounts His Travels in the Land of the Techies" (E. Gold); "Writing for an On Line Age: The Influence of Electronic Text on Writing" (P. Rubens); "In the Law the Text Is King" (T. G. Phelps); "To English Professors: On What to Do with a Lawyer" (J. Warnock); and "Rhetoric and Bricolage: Theory and Its Limits in Legal and Other Sorts of Discourse" (J. C. Raymond). (MM)

ED 305 667 CS 211 817
Biddle, Arthur W., Ed. Fulwiler, Toby, Ed.
Reading, Writing, and the Study of Literature.
Report No.—ISBN-0-07-553-538-6
Pub Date—[89]
Note—181p.
Available from—McGraw-Hill Book Co., 13955 Manchester Rd., Manchester, MO 63011 ($12.50).
Pub Type— Books (010) — Guides - Classroom - Learner (051)
Document Not Available from EDRS.
Descriptors—Creative Writing, Drama, Essays, Fiction, Higher Education, Journal Writing, Literary Criticism, *Literature Appreciation, Poetry, Reader Response, *Reader Text Relationship, *Reading Writing Relationship, Research Papers (Students), *Writing (Composition), *Writing Instruction
Identifiers—Aesthetic Reading
Approaching literary study from two distinct yet interlocking perspectives (by looking at the major genres of literature and by examining the forms in which students of literature are expected to write about the literature they read), this book has two main sections. Following the Prelude, which treats the relationships between reading and writing as they pertain to literary study, Part 1, "Reading as a Writer," contains the following chapters: (1) Journal Writing (T. Fulwiler); (2) Responding to Fiction (A. Biddle and A. Shepherd; (3) Responding to Poetry (S. Poger); (4) Responding to Drama (J. Howe); and (5) Literary Criticism and Theory (J. Holstun). Part 2, "Writing as a Reader," contains the following chapters: (6) Writing Critical Essays (R. Warhol); (7) Writing Personal Essays (M. Dickerson); (8) Imaginative Writing and Risk Taking (W. Stephany); (9) Examining the Essay Examination (T. Magistrale); and (10) Writing Research (R. Sweterlitsch). A glossary, biographies of the contributors, and an index conclude the book. (SR)

ED 305 668 CS 211 818
Herbeck, Dale A.
Historical Perspectives on New York Times Co. v. Sullivan.
Pub Date—6 May 89
Note—32p.; Paper presented at the Annual Meeting of the Eastern Communication Association (80th, Ocean City, MD, May 3-7, 1989).
Pub Type— Speeches/Meeting Papers (150) — Historical Materials (060) — Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Constitutional History, *Court Litigation, *Court Role, Federal Courts, *Freedom of Speech
Identifiers—First Amendment, Judicial Attitudes, Judicial Review, Libel, *New York Times Co v Sullivan, Sedition, *Supreme Court
This paper considers how the Supreme Court used an idealized history of the infamous Alien and Sedition Acts of 1798 to help justify its decision in "New York Times v. Sullivan" in 1963. The first section of the paper discusses the Alien and Sedition Acts of 1798, the second section discusses the Court's use of history in the "New York Times" decision, the third section critiques the Court's history, and the final section considers the implications of this cri-

tique. The paper concludes that the Court historically has done little to protect speech and has only gradually come to afford protection to First Amendment freedoms. (One hundred and two notes are included.) (MS)

ED 305 669 CS 506 540
Tuttle, George E.
A Study of Listening across Three Situational Variables.
Pub Date—Mar 88
Note—33p.; Paper presented at the Annual Meeting of the International Listening Association (9th, Scottsdale, AZ, March 2-6, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Business Communication, Communication Research, *Listening, *Listening Habits, *Listening Skills, *Middle Management, Occupational Surveys, *Speech Communication
Identifiers—Communication Behavior, *Communication Competencies, Listening Research
To analyze listening in relationship to other communication modes and to investigate the relative utility of four models for communication theory building research (national, psychological, organizational culture, and situational), a study examined the attitudes of middle level managers of six corporations regarding communication competencies necessary for success in business. Twenty-eight subjects from six business organizations in the United States and Australia each completed eight survey instruments. Findings indicated that while a situational paradigm would generate far more significant differences on a variety of instruments drawn from diverse kinds of research in the discipline, each research model probably has some utility for analysis of theory building data. Findings also indicated that listening is the most important communication mode needed by managers in organizations, with interactive listening behaviors perceived as most important (from a list of ten specific communication behaviors rated by managers as most important in the organizational environment, five were listening behavior categories). (Thirty-four tables of data are included. An appendix contains the items from four of the survey instruments; 28 references are attached.) (SR)

ED 305 670 CS 506 541
Arnold, Christa L. Fadely, Dean
New Directions in Conflict Research and Theory: Conflict-Management through the Rhetoric of Compliance-Gaining Apologia.
Pub Date—Jun 89
Note—25p.; Paper presented at the Annual Meeting of the International Association for Conflict Management (Athens, GA, June 11-14, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Compliance (Psychology), Conflict, Discourse Analysis, *Persuasive Discourse, *Rhetorical Criticism, Speeches
Identifiers—Apologies, Conflict Management, Conflict Theory, Religious Broadcasting, Rhetorical Effectiveness, *Rhetorical Strategies, Rhetorical Theory, *Swaggart (Jimmy)
The study of conflict and its management is diverse in that it involves many academic disciplines, sub-disciplines, and specific situations. One aspect of this diversity can be found in the revelations regarding television evangelists such as Jim and Tammy Faye Bakker, Oral Roberts, and Jimmy Swaggart. The effects arising out of the publication of Swaggart's sexual relations with a prostitute make for an especially interesting case study which involves the integration of compliance-gaining strategies and theoretical aspects of the genre of apologia: Swaggart endeavored to manage conflict, reduce dissonance, and institute damage control in an effort to repair his character and ministry. All apologias rely upon the use of four strategies–denial, bolstering, differentiation, and transcendence. Speakers can assume one of four rhetorical tactics when implementing the foregoing strategies: absolution, vindication, explanation, or justification. Compliance-gaining can be described as symbolic behavior aimed towards shaping or regulating the behavior and/or opinion of others. Compliance-gaining strategies are based upon sanction (promise, ingratiation, esteem, aversive stimulation, and guilt) and need (altruism and explanation). An examination of Swaggart's speech, aimed at apology/forgiveness with a final goal of compliance-gaining from the audience so that the ministry could continue, reveals that he applied strategies of compliance-gaining and apologia as manipulative rhetorical tools. (Forty footnotes are included.) (MM)

ED 305 671 CS 506 558
Neumann, David S.
Mind as Organization: An Optimistic Metaphorical Base for the Study of Intrapersonal Communications.
Pub Date—6 Nov 88
Note—13p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Processes, Communication Research, *Metaphors, Models, Organizational Communication, Speech Communication, *Systems Approach
Identifiers—*Intrapersonal Communication, Metaphorical Thought, Organizational Culture, Systemic Evaluation
The mind as organization metaphor asserts an optimistic and multi-faceted foundation for the examination of intrapersonal communication. Definitions of intrapersonal communication have not been developed without debate and controversy. As with many other ambiguous terms and definitions in the field of communication, an operational definition of the concept in focus must be accepted, and used as a basis for investigation. Once the definition has been established, connections and relationships to other areas of study can be made. This investigation accepts Roberts, Edwards, and Barker's operational definition of intrapersonal communication: "All of the physiological and psychological processing of messages that happens within individuals at conscious and non-conscious levels as they attempt to understand themselves and the environment." The two aspects of this definition of intrapersonal communication–the processing of messages and interacting with the environment–can be interpreted in a variety of ways. The traditional approach to organizational communication is general systems theory which developed out of the field of biology and was aimed to be a covering theory for all systemic processes. The contemporary approach is the organizational culture view which allows the investigator to examine histories, values, and beliefs of an organization from an interpretive perspective. One of the goals of the culture perspective is to uncover how organizations create social realities in which people communicate. Both approaches may be fruitful in the examination of intrapersonal communication. (Twenty-seven references are attached.) (RAE)

ED 305 672 CS 506 559
Holm, Todd
The Judging/Evaluative Criteria of After Dinner Speaking. Preventing the 1.3-5 Split in After Dinner Speaking: An Overview of Judging Criteria.
Pub Date—Nov 88
Note—23p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Audience Awareness, *Evaluation Criteria, Higher Education, Humor, *Judges, Learning Processes, Performance Factors, *Public Speaking
Identifiers—*After Dinner Speaking, Debate Tournaments
The desire for consistent judging criteria is essential to the learning process of forensics students. When evaluating the After Dinner Speaking (ADS) judges need to focus on a variety of criteria. Some of these criteria transcend event descriptions while others are indigenous primarily to ADS. The topic chosen for the event should demonstrate that the student picked a topic that he or she was interested in and was suitable for him or her, one that had a universal audience appeal, and one that could be addressed within the realm of good taste. The topic or approach to the topic should be original. The structure and delivery of an ADS speech should be evaluated in the same way other public speeches are evaluated, with attention being paid to sound thematic development, the use of previews, reviews and a well organized body, with special attention paid to language, enthusiasm, timing, and flexibility. The ADS, while its main distinction is the use of humor, should contain a serious point that is woven throughout the speech rather than being tacked on at the end. Finally, since humor is a main ingredient in the After Dinner Speech, judges should be able to evaluate it objectively, not letting personal likes and dislikes dominate the evaluation. For their part, students should not be obsessed with getting nonstop laughs, thus sacrificing other elements of the speech such as the structure or serious point. (Fifteen references are attached.) (RAE)

ED 305 673 CS 506 562
Schwartzman, Roy
Nazified Science: The Shifting Relations between Scientific and Political Discourse.
Pub Date—Feb 89
Note—26p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Spokane, WA, February 17-21, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Evaluative (142) — Historical Materials (060)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Discourse Analysis, Foreign Countries, *Nazism, *Politics, Racial Discrimination, Rhetoric, *Science and Society, Science History, *Scientific and Technical Information, *Scientific Methodology
Identifiers—Discourse Aims, Germany, Rhetorical Strategies, Scientific Theories
In an effort to deal with a single aspect of a multifaceted interaction between technical and social discourse, this essay examines the movement of scientific discourse between the realms of politics and science. The paper addresses the effects on scientific methodology wrought by the Nazi employment of science as a basis for racial politics. The discussion focuses on characterizations of science by Nazi scientists and propagandists at the time. Analysis of these primary sources, the paper argues, indicates that as scientific discourse becomes appropriated for audiences and purposes beyond the arena of technical scientific disputes, the nature of scientific activity alters to accommodate these changes. The paper points out that on a more general level, when the discourse of specialists is employed in political contexts and finds a broader audience than other specialists, rhetorically induced methodological consequences ensue which alter the nature of the specialized field. The paper concludes that if the worst horrors in human history were conducted in the name of science or for the sake of a biological ideal, then the greatest service rhetorical analysis can render is to lay the groundwork for prevention through understanding. (Fifty-five notes are included.) (MS)

ED 305 674 CS 506 563
Mongeau, Paul A.
Polarization and Persuasion: Integrating the Elaboration Likelihood Model with Explanations of Group Polarization.
Pub Date—Feb 89
Note—29p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Spokane, WA, February 17-21, 1989).
Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Attitude Change, Attitude Measures, Communication Research, Group Behavior, *Group Dynamics, *Persuasive Discourse, Research Methodology
Identifiers—*Elaboration Likelihood Model, Persuasive Strategies, *Polarity, Process Models
Interest has recently focused on group polarization as a function of attitude processes. Several recent reviewers have challenged polarization researchers to integrate the explanations of polarization to existing theories of attitude change. This review suggests that there exists a clear similarity between the social comparison and persuasive arguments explanation and the central and peripheral routes to persuasion in the Elaboration Likelihood Model (ELM). Previous dual process models of polarization are shown to be consistent with this perspective. Suggestions for future research and methodological considerations are highlighted. (Fifth-one references are attached.) (Author)

ED 305 675 CS 506 564
Ellicott, Barbara A.
Increasing Performance Levels of Eight to Thirteen Year Old Speech Therapy Students by Utilizing Parents and Teachers in the General-

ization Stage of Therapy.
Pub Date—88
Note—85p.; Ed.D. Practicum, Nova University.
Pub Type— Dissertations/Theses - Practicum Papers (043) — Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Elementary Education, Parent Child Relationship, Parent Participation, *Speech Pathology, *Speech Skills, *Speech Therapy, Teacher Student Relationship, Therapists
Identifiers—Self Monitoring

A practicum addressed the problem of speech students who did not generalize therapeutically acquired speech skills into their mainstreamed environments. This lack of generalization resulted in an increased caseload for therapists because of re-referrals of students who had previously been dismissed from speech therapy. The goals of the practicum were: (1) to increase teachers' knowledge of speech therapy techniques; (2) to increase parent knowledge of speech therapy techniques; and (3) to increase parent/teacher perceived improvement in their children/students. Parents and teachers in a public elementary school in a rural northeastern community were trained through instructional conferences, demonstrations, and supervised participation in the therapeutic process. The techniques which were demonstrated and employed included cuing, positive reinforcement, and progressive desensitization. The results of the practicum were positive. Analysis of the data revealed that parents and teachers increased their understanding of the speech therapy process and that most parents and teachers perceived improvement in the generalized speech of their children/students; no perception of regression was evident. The continued employment of the program will undoubtedly prove to be cost effective since it is anticipated that students will be dismissed from therapy more rapidly and will less likely be re-referred. (A questionnaire data table and a mean scores data table are included, and 48 references, and eight appendixes including pre-and posttests, questionaire, a practicum implementation checklist, and a conference request letter, are attached.) (RAE)

ED 305 676 CS 506 569
Markham, Reed
Interviewing Strategies.
Pub Date—[89]
Note—25p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counseling Techniques, *Employment Interviews, Field Interviews, Higher Education, Job Application, Skill Development, Speech Communication, Surveys, Undergraduate Students
Identifiers—*Interviewers

This course description summarizes a course that was designed for individuals, both interviewers and interviewees, who desire the skills and techniques necessary to serve effectively in their respective roles. The course was prepared especially for students wishing to gain: (1) an understanding of the interviewing process; (2) the prerequisite to employment interviewing; (3) integrated skills within the appropriate context of an interview; and (4) information useful in directing and participating in the various types of interviews. Goals, objectives, and readings are listed for eight units on: the interviewing process; structuring the interview; informational interviewing (both the survey and journalistic interview); employment interviewing; performance interviewing; counseling interviewing; and persuasive interviewing. A set of long-range course objectives and a glossary are also included. (MS)

ED 305 677 CS 506 572
Markham, Reed
Debating the Debates.
Pub Date—89
Note—7p.; Best copy available.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Debate, Journalism, Mass Media Role, *Political Candidates, *Presidential Campaigns (United States), Social Action
Identifiers—*League of Women Voters, Media Bias, Political Parties

When looking back at the 1998 presidential debates, political reformers should reconsider the sponsorship and direction of future presidential debates. There is no debate about the need for presidential debates, especially in light of the increasing involvement by media handlers, but the debate should continue over which institution should "institutionalize" the debates in 1992. Political reformers should review three important needs for future debates: first, the need for more interaction between the candidates; second, the need for less formal and less rehearsed debates; and third, the need to involve the public in the discussion of the issues. The League of Women Voters is best suited to guarantee that future debates serve the public interest. The League has one primary goal–to promote an informed electorate. In the 1988 debates, where the political parties controlled the format, they failed to demonstrate that they were capable of presenting a fair and educational forum. The League, on the other hand, would focus the debates on public issues and concerns, such as education, the homeless, and foreign policy, which were issues that were missing from the 1988 debates. (MS)

ED 305 678 CS 506 573
Markham, Reed
Post Election Analysis: Television and Leadership.
Pub Date—89
Note—6p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Broadcast Television, *Elections, *Leadership, Leadership Qualities, Mass Media Role, Political Candidates, Political Issues, *Presidential Campaigns (United States), Speech Communication
Identifiers—Media Coverage, Political Advertising, Political Rhetoric

The 1988 campaign is over, and once again the issue of the networks' coverage of the presidential campaign has been raised. Critics have concluded that the coverage of the campaign was reduced to "sound bites," tightly controlled debates and slick television ads. Unfortunately, little attention was paid to the most important issue in the campaign: "Who is the most qualified leader to guide our nation into the 1990s?" In the 1988 campaign the issues and strategies on both sides were focused on television attacks, counterattacks, and counter-counter attacks on patriotism, competence, and experience–qualities that should be inherent in any candidate for the office of the presidency. The public needs to hold our candidates and the media accountable for a thorough discussion of leadership-oriented issues. The questions is not whether the system needs to be reformed, but how and when. (MS)

ED 305 679 CS 506 574
Markham, Reed
Rufus Choate: A Unique Orator.
Pub Date—[89]
Note—15p.
Pub Type— Historical Materials (060)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Biographies, Lawyers, *Persuasive Discourse, Public Speaking, United States History
Identifiers—*Choate (Rufus), Historical Background, Massachusetts, Nineteenth Century Rhetoric, *Orators

Rufus Choate, a Massachusetts lawyer and orator, has been described as a "unique and romantic phenomenon" in America's history. Born in 1799 in Essex, Massachusetts, Choate graduated from Dartmouth College and attended Harvard Law School. Choate's goal was to be the top in his profession. Daniel Webster was Choate's hero. Choate became well respected as a criminal lawyer, and was especially effective in front of juries. Although successful with juries, Choate frequently lost cases before Supreme Judicial Court Judges, who were not swayed by his style. Choate appeared in many important cases before the Supreme Court. Associated with Webster, he argued "Rhode Island v. Massachusetts" (a boundary line dispute), "Thurlow v. Massachusetts" (nullification of liquor laws), "Norris v. Boston" (immigration laws), and "Woodbury v. Allen" (patent disclaimer). Choate was a master of rhetoric, and studied Demosthenes, Quintillian, and Burke. Much of Choate's success came from his intense and careful preparations. He also combined wit with a sense of courtesy and appreciation in meeting his competition. Choate had a unique personality which made him a great orator. Some historians feel that Choate should be placed among the great lawyers of all time. (MM)

ED 305 680 CS 506 576
Larson, Mary S.
An Analysis of Television Family Nutrition and Eating Habits.
Pub Date—14 May 89
Note—23p.; Paper presented at the Annual Meeting of the Central States Speech Association (Kansas City, MO, April 13-16, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Broadcast Television, Content Analysis, *Eating Habits, Elementary Secondary Education, Family (Sociological Unit), *Family Health, *Food, *Mass Media Effects, Mass Media Role, *Nutrition, Television Research
Identifiers—Prime Time Television

To describe the eating habits of the children and adults on several popular prime time television series, this study examined the latent content of television messages concerned with health care and nutrition. A sample of nine episodes of "The Cosby Show," "Growing Pains" and "Family Ties," during the 1986-87 season was studied. Each program was analyzed with regard to what was eaten, by whom, and at what meal or snack (200 servings of food were coded in all). Findings show that (1) on television, children eat more selections of healthy food than adults do (the study revealed patterns of unhealthy eating choices by adults); and (2) 50% of the food items consumed on these programs are consumed as snacks. (Seven tables of data are included.) (MS)

ED 305 681 CS 506 579
Tilley, James G.
Argumentation and Controversy: The Separation of Church and State in Education.
Pub Date—Apr 89
Note—16p.; Paper presented at the Annual Meeting of the Southern States Communication Association (Louisville, KY, April 6-8, 1989).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Censorship, *Creationism, Elementary Secondary Education, *Humanism, Moral Values, *Public Schools, *Religious Conflict, Social Values, *State Church Separation
Identifiers—*First Amendment

The two religion clauses of the First Amendment of the Constitution clearly declared the objectives of the framers, toleration and separation, but the means whereby these objectives were to be achieved were left to be decided through the dynamic processes of the courts. The history of these two clauses reveals that Americans are still seeking to secure these objectives. For example, Americans are still wrestling with these objectives in the schools, where there is much conflict revolving around the issues of "separation" and "tolerance." There have been three well-known recent attempts to censor the public school curriculum: the creationist-evolutionist dispute; the secular humanism controversy; and the debate regarding using the schools to establish "traditional values" or to censor materials which do not maintain these "traditional values." These challenges are also an outgrowth of forces at work in the wider society and represent the evolution of society. Some issues of this connection are basically legal questions, such as the creationist controversy. Other issues are more philosophical, such as the humanist controversy. The question of values is a psychological and moral one. Each of these challenges, however, represents points of friction between often widely different views of the past, present, and future and is to be expected in a society that is both free and diverse. (MS)

ED 305 682 CS 506 581
Fish, Tamara Stanfield
Is There a Sex in This Text? Gender and Value in the Rhetoric of Ethics.
Pub Date—[Mar 89]
Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Discourse Analysis, Ethics, Historiography, *Language Usage, *Rhetoric, *Sex Bias
Identifiers—Axiology, Dialectical Reasoning, *Rhetorical Strategies, Rhetorical Theory

Issues of empowerment have led rhetoricians as professionals to reexamine the notion of rhetorical history and to recast what is thought to be known of the past as a collection of histories–each necessarily selective, ideologically biased, and incomplete,

many potentially conflicting and all, to some degree, creative fictions. Susan Jarratt, focusing on revisionary historiography, argued for "historiography in the subjunctive mode," suggesting that the Sophists have something to teach about the value of redefinition, discontinuity, and indeterminacy in rewriting rhetorical history. James Berlin argued for plurality–a search for and recognition of ideologies in opposition to whatever dominant rhetoric emerged as "the winner" at a given historical moment. Both have shown today how the failure to recognize the contributions of marginalized groups diminished rhetoricians as a community of scholars. When the language in which rhetoricians choose to write is a source of disempowerment or exclusion they are further diminished. Once again it is hard to ignore Richard Weaver's emphasis on the "whole man" and his advocacy of "mastery." There is irony in the clear elevation of the masculine to a status of preferability in a passage about the fully human as the object of rhetoric. Such recognition helps to illuminate why it ultimately matters whether rhetoric is cast in the language of masculinity or femininity, because rhetoric is evaluative and as a consequence cannot help broadcasting its ethical basis while it has its impact on receivers. (RAE)

ED 305 683 CS 506 589
Kirk, Deborah L. Todd-Mancillas, William R.
Turning Points Affecting the Socialization of Graduate Student Teachers.
Pub Date—Feb 89
Note—39p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Spokane, WA, February 17-21, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Evaluative (142) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Attitude Measures, Communication Research, Content Analysis, Graduate Students, Higher Education, *Identification, Interpersonal Communication, Interviews, Organizational Communication, Self Evaluation (Individuals), *Socialization, *Student College Relationship, *Teaching Assistants
Identifiers—Academic Community, Communication Satisfaction
A study investigated graduate student teachers' socialization experiences in order to determine how these experiences affected feelings of identification with their academic departments. Subjects, 29 graduate student teachers at a medium-sized West Coast university, were interviewed. Findings revealed that graduate student teachers were able to identify and describe salient experiences ("turning points") signaling and intensifying identification with their departments and with their roles as fledgling academicians. One hundred seventy-two turning points were identified, falling into three broad categories: turning points triggered by changes in an individual's intellectual self-evaluation; turning points associated with salient encounters with students, peers and superiors; and turning points associated with changes in organizational structure and climate. Findings suggest that it would be fruitful to consider from graduate students' perspectives events affecting their socialization and identification with departments. (Three appendixes provide the interview protocol, the graph on which levels of identification were plotted, and an outline of the turning points category system. A list of 59 references is attached.) (RAE)

ED 305 684 CS 506 590
Neer, Michael R. Warren, Clay
The Influence of Parental Beliefs On Family Sex Discussion and Education.
Pub Date—Apr 89
Note—31p.; Paper presented at the Annual Meeting of the Central States Speech Association (Kansas City, MO, April 13-16, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Analysis of Variance, Attitude Measures, Communication Research, *Interpersonal Communication, *Parent Child Relationship, Parent Influence, *Sex Education, Sexuality
Identifiers—*Family Communication, Sexual Attitudes, Sexual Permissiveness
A study examined the influence of a set of parental beliefs regarding teenage sexuality and the consequences of family discussion of sex on parents' communication with and the sex education of their children. Subjects, 40 parents ranging in age from 22 to 57 with two-thirds of the parents under the age of 40 were interviewed on a variety of topics related to family discussion of sex. The interviews focused on several open-ended questions to which parents responded freely; responses were recorded during the interviews on a checklist provided for each open-ended question; the checklists were used to prompt responses if parents could not provide sufficient information but only after they had completed their response to each question; the questionnaire then made several forced-choice statements assessing their sexual attitudes and their behavioral approach to sex education. The questionnaire concluded with 12 beliefs that parents identified as either true or false. Findings demonstrated that the beliefs tested influenced how parents talked with their children and also influenced the kind of information they were willing to share with their children. Findings were interpreted within the I. L. Reiss and J. Bernard conceptualizations of parents' perceptions of their role as sex educators. (Three tables of data are included, and 33 references are attached.) (RAE)

ED 305 685 CS 506 591
Neer, Michael R. Kircher, W. Faye
The Effects of Delivery Skills Instruction on Speech Anxiety.
Pub Date—Apr 89
Note—24p.; Paper presented at the Annual Meeting of the Central States Communication Association (Kansas City, MO, April 13-16, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Communication Apprehension, Communication Problems, Communication Research, *Communication Skills, Higher Education, Multiple Regression Analysis, Speech Communication, *Speech Instruction
Identifiers—Personal Report of Public Speaking Apprehension
A study tested a delivery skills method of instruction for reducing public speaking anxiety. Subjects were 59 male and 71 female undergraduates (ranging in age from 17-49) enrolled in a basic public speaking course at a midwestern university during the 1986-87 academic year. The Personal Report of Public Speaking Apprehension (PRPSA) which measures exclusively public speaking anxiety was administered the first week of the semester, three weeks prior to the first required speech–the informative speech. The PRPSA also was administered the last week of the course. Two treatment conditions were defined in testing the hypotheses: (1) specific delivery instruction in which subjects received specific prior instruction in three class sessions, discussing the role of delivery in public speaking and learning various methods of delivery including similar verbal and non-verbal elements; and (2) general delivery instruction which consisted of a brief introduction to the role of delivery in effective public speaking with limited attention given to the basic elements of rate and volume and a reminder to students that their first speech should be extemporaneously delivered. Results indicated that anxiety level decreased when delivery instruction was provided to high apprehensives prior to their first graded speech in a basic public speaking course. However, learning for speech-anxious subjects may be influenced by an instructor's ability to create a safe and supportive environment. Findings support the value of testing various methods of structuring the speaking experiences of apprehensive students. (Three tables of data are included, and 30 references are attached.) (RAE)

ED 305 686 CS 506 592
Larson, Charles U.
A Media Metaphors Analysis of Negative Television Campaign Commercials in Campaign '88.
Pub Date—Apr 89
Note—39p.; Paper presented at the Annual Meeting of the Central States Communication Association (Kansas City, MO, April 13-16, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Communication Research, Content Analysis, Mass Media Role, Mass Media Use, *Models, *Nonverbal Communication, *Presidential Campaigns (United States), Rhetorical Criticism, *Television Commercials, Television Research
Identifiers—*Media Metaphors, *Political Advertising, Political Rhetoric
This paper argues that in presidential politics new and highly sophisticated image-building techniques and the technological means for creating messages have proliferated during the past twenty years. The paper claims that the area where the most "image-building" is conducted is the television spot advertisement, but points out that there are few analytical tools for dealing with the television spot announcement. The paper suggests that an analytical tool which does attempt to uncover potential meanings in such messages is the "Media Metaphor" which relies on the meaning which seem to emerge from the "non-discursive" elements of televised spot announcements. The paper reports on a Media Metaphors analysis of negative campaign spots used in Campaign '88, conducted in order to get at these non-discursive message elements of the broadcast media such as color, camera movement, sound and sound effects, musical score, special effects, and others. A brief description of the methodology and an example application are provided. Then the Media Metaphors methodology is applied to one of the positive television spots used in the campaign and to several of the "negative" spots of the campaign. The paper concludes that the Media Metaphor concept and methodology should be extended to determine their value in deconstructing meanings in product and ideologically oriented spot announcements as well as in politically oriented spots. (One table of data and four figures are included.) (MS)

ED 305 687 CS 506 596
Drama–Junior High School. Teacher Resource Manual. Curriculum Support.
Alberta Dept. of Education, Edmonton. Curriculum Branch.
Report No.—ISBN-0-7732-0078-9
Pub Date—89
Note—198p.; For senior high school resource manual, see CS 506 597.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Adolescents, *Drama, Dramatics, Instructional Materials, *Junior High Schools, Lesson Plans, Secondary Education, Student Evaluation, Teaching Guides, Teaching Methods
Identifiers—*Alberta, *Drama in Education
This teacher resource manual is a support document developed to assist teachers who will be responsible for implementing the Junior High Drama Program in Alberta, Canada. The manual has been developed to assist classroom teachers by providing: (1) further information about the learner expectations within the Junior High Drama Program of Studies; (2) suggestions for planning and implementing the program; (3) recommendations for learning achievement; and (4) a correlation of learner expectations to various other resources. The manual contains an introduction and chapters on the following subjects: the adolescent; safety; content; program planning; lesson planning; evaluation; post-school; and program support/resources. (MS)

ED 305 688 CS 506 597
Drama–Senior High School. Teacher Resource Manual. Curriculum Support.
Alberta Dept. of Education, Edmonton. Curriculum Branch.
Report No.—ISBN-0-7732-0078-9
Pub Date—89
Note—273p.; For junior high school resource manual, see CS 506 596.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—Adolescents, *Drama, Dramatics, *High Schools, Instructional Materials, Lesson Plans, Secondary Education, Student Evaluation, Teaching Guides, Teaching Methods
Identifiers—*Alberta, *Drama in Education
This teacher resource manual is a support document developed to assist teachers who will be responsible for implementing the Senior High Drama Program in Alberta, Canada. The manual has been developed to assist classroom teachers by providing: (1) further information about the learner expectations within the Senior High Drama Program of Studies; (2) suggestions for planning and implementing the program; (3) recommendations for learning achievement; and (4) a correlation of learner expectations to various other resources. The manual contains an introduction and chapters on the following subjects: the adolescent; safety; content; program planning; lesson planning; evaluation; post-school; and program support/resources. (MS)

ED 305 689 CS 506 599
Greco, Albert N.
The Growth in Mergers and Acquisitions in the United States Publishing Industry: 1984-1988.
Pub Date—May 89
Note—45p.; Paper presented at the Annual Meeting of the International Communication Association (39th, San Francisco, CA, May 25-29, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Communication (Thought Transfer), Electronic Publishing, Foreign Countries, *Global Approach, *Industrial Structure, Information Dissemination, *Information Processing, Mass Media, Media Research, *Mergers, Newspapers, Periodicals, *Publishing Industry
Identifiers—*Multinational Corporations
This paper argues that because of a recent, sizable increase in the number of mergers and acquisitions, especially by foreign corporations in the United States, it is possible that a small number of firms could dominate the publishing and information processing industry in the world. The paper outlines briefly the patterns of mergers and acquisitions of U.S. publishing firms between 1984 and 1988; describes some theories explaining the increase in mergers and acquisitions; presents case studies of three foreign firms (Canadian, Australian, and British) involved in mergers and acquisitions; and examines some key public policy issues directly related to these mergers and acquisitions. The paper concludes that the battle for worldwide hegemony in the competitive field of publishing and communications just might be won in the next three years in New York City, Chicago, and Los Angeles, as a small number of foreign and American firms carefully construct the information empires of the future. Six tables of data and 28 notes are included. (MS)

ED 305 690 CS 506 600
Kaplan, Herb Houlberg, Rick
Don't Worry-Be Happy: Changes in the "One-to-a-Market" Rule and Their Effect on Diversity of Voices.
Pub Date—Feb 89
Note—19p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Spokane, WA, February 17-21, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143) — Historical Materials (060)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Broadcast Industry, *Federal Regulation, *Government Role, Telecommunications
Identifiers—*Broadcast Licensing, Cabinet Committee on Cable Communications, Deregulation, *Federal Communications Commission, Media Government Relationship, Public Interest, Reagan Administration
During the eight years of President Ronald Reagan's administration, deregulation of broadcasting was pursued at least as vigorously as other attempts of the "Reagan Revolution" to lessen the impact and influence of the federal government. The Federal Communication Commission's (FCC) "one-to-a-market" rule (which limits licenses to one broadcast facility in any given market) was one of the broadcast ownership rules that was rendered far less important by the exceptions granted by the Reagan appointees' influence. The purpose of the rule, insuring a "plurality of voices" in the marketplace through diversity of ownership, was a worthy and appropriate goal of regulation. However, the actions of the FCC in granting an increasing number of exceptions have not helped attain that goal. (Twenty-six references are attached.) (Author/RAE)

ED 305 691 CS 506 601
Bresnahan, Mary I.
Another Look at Vividness in the Trial of Two Vietnamese Brothers.
Pub Date—May 89
Note—16p.; Paper presented at the Annual Meeting of the Eastern Communication Association (80th, Ocean City, MD, May 3-7, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Asian Americans, Case Studies, Communication Research, *Court Litigation, *Credibility, Immigrants, *Racial Bias, Racial Discrimination, Racial Relations, *Speech Acts, *Vietnamese People
Identifiers—Self Defense, Testimony, *Vivid Information
A study examined the trial of People v. Tien (two Vietnamese brothers named defendants in an assault case). In order to understand better the relationship between supportive speech acts and credibility, the study examined how the attorney elicited vivid testimony. One of the ways in which an attorney yields control of testimony to a witness is by asking indirect, open-ended questions. This floor-yielding strategy suggests to jurors that the attorney has total confidence in the competence of the witness to speak for her/himself. When an attorney presses for additional information (regardless of the form of the question), the time of the turn-at-talk is increased similarly, suggesting confidence in the ability of the witness to deliver credible testimony. Given the preponderance of evidence against them, coupled with ineffective verbal and nonverbal communication skills in English, conviction would not have been a surprising outcome. The defense plan was grounded on a vivid refutation of all motives for the crime that had been suggested by the prosecutor. The defendant and attorney collaborated in an incremental team presentation of detailed images of discrimination and difficulty of adjustment to life in the United States which made the assault charges seem ludicrous and the claim of self-defense credible. Testimony demonstrated incongruity between the prosecution's and the defendants' explanations. Microanalysis of the legal transcript supports the claim that vividness effect has psychological reality and that vivid events have the power to influence subsequent judgments. (Fifteen references are attached.) (RAE)

ED 305 692 CS 506 603
Neuman, Susan B. And Others
Using the Medium To Carry the Message: Enhancing Children's Comprehension of a Televised Story through Previewing.
Pub Date—[Mar 89]
Note—34p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Advance Organizers, Cues, Educational Research, Grade 1, Grade 2, Mass Media Effects, Primary Education, Recall (Psychology), *Retention (Psychology), *Television Viewing
Identifiers—*Previewing Technique, *Story Content
To investigate whether a previewing technique, transferred to the television medium, enhances children's comprehension of a televised story, two studies developed a one and one-half minute edited video, designed using a variation of Ausubel's advance organizers and constructed to provide children with a brief overview of the basic plot structure before seeing the televised story, "Soup and Me." The first study examined the effects of previewing with 54 second graders in Boston using a multiple-choice test of 20 items, which assessed their recall of central, incidental, and inferential story information. Results indicated that viewing a preview before a televised story significantly increased students' comprehension of plot-essential information, but did not influence their ability to infer from the story. The second study examined previewing's effects on free recall with 39 first graders. Those in the preview group recalled the episodic structure of the story significantly better than the control group. Previews appeared to act primarily as a cuing device, drawing children's attention to central aspects of the story. Results indicated that previewing may be an effective mediational technique for enhancing children's comprehension and retention of plot-essential information from a televised story. (Three tables of data are included; an appendix provides the macrostructure for the 19 episodes of "Soup and Me," and 28 references are attached.) (MM)

ED 305 693 CS 506 604
Cakmak, Sibel
English Literacy Redefined: Promoting Intercultural Literacy through English as a Search for Better Cross-Cultural Understanding and Communications.
Pub Date—17 Apr 89
Note—28p.
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Cross Cultural Studies, Cultural Awareness, Curriculum Development, Definitions, Elementary Secondary Education, Global Approach, Higher Education, *Intercultural Communication, *Literacy, *Multicultural Education, Teacher Student Relationship, Teaching Methods
Intercultural literacy is an urgent need in today's world of global interdependency. A contextually adaptable agenda for promoting intercultural literacy through English can be adapted in different contexts to generate various communicative activities. Teachers and students can collaborate to work towards becoming intercultural citizens, based on age, needs, experiences, levels, and interests. Intercultural literacy should promote conversation between Eastern and Western cultures. Through an intercultural English language curriculum Eastern and Western cultures engage in dialogue. In such a curriculum, linguistic and non-linguistic means become meaningful for exchanging ideas and alternate world views. Language use becomes efficient, enjoyable, and purposeful as students perceive that even a foreign language is only a tool for various learnings. (Two figures are included and 43 references are attached.) (RS)

ED 305 694 CS 506 606
Kipper, Philip
Judging Presidential Debaters: The Power of the TV Factor.
Pub Date—88
Note—26p.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adults, *Audience Response, Communication Research, *Debate, Discriminant Analysis, *Mass Media Effects, *Mass Media Role, Media Research, *Presidential Campaigns (United States), Radio, Television Surveys, Television Viewing
Identifiers—Mondale (Walter F), Reagan (Ronald)
To investigate whether television viewers respond differently to presidential debaters than radio listeners do (in other words, does visual content significantly shape the way audience members evaluate the candidates?), a study examined the first Ronald Reagan-Walter Mondale debate in 1984. Subjects, 66 adult volunteers (35 assigned to television viewing and 28 to radio listening) from the faculty, staff, and student body of a small liberal arts college, completed a candidate preference form prior to the debate and filled out the main questionnaire immediately following the debate. Results showed that viewers make different evaluative judgments than listeners do; that overall, radio listeners tended to rate the candidates more positively; and that viewer perceptions of a debater's energy, openness, and forcefulness may be significantly influenced by visual elements. Findings suggest that the television factor is an evaluative dimension related to the concept of dynamism; the candidate who seems most forthright and energetic and who best exploits such visual opportunities as camera eye contact will be evaluated most positively by viewers. (Three tables of data are included. An appendix lists the questionnaire items, and 20 references conclude the study.) (SR)

ED 305 695 CS 506 611
Smith, Ted J., III Grusmick, David E.
The Killing Fields on TV: A Critical Analysis of Network Coverage of Cambodia under the Khmer Rouge.
Pub Date—7 Apr 89
Note—53p.; Paper presented at the Annual Meeting of the Southern States Communication Association (Louisville, KY, April 6-8, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Broadcast Television, Foreign Countries, International Relations, *Mass Media Role, *News Media, *News Reporting, Television Research
Identifiers—*Cambodia, Khmer Republic, *Media Coverage, Television News
In an effort to determine the nature of American network television news coverage of the Khmer Rouge rule in Cambodia, a study examined the television evening news from April 16, 1975, the date on which the Lon Nol government first offered to capitulate to the Khmer Rouge, through January 8, 1979, when news of the fall of Phnom Penh to the Vietnamese was first reported. The "Television

News Index and Abstracts" was used to identify all stories about Cambodia broadcast during the period of interest. Two hundred and forty-two stories about Cambodia were identified and analyzed. Findings showed that (1) overall coverage of Cambodia was at best extremely limited, especially in the three years following June 1975; (2) what coverage there was tended to focus largely on Cambodia's external affairs; (3) the tone of coverage, both in general and that devoted to human rights, changed from relatively balanced in the weeks immediately following the Khmer Rouge victory, to overwhelmingly negative (that is, unfavorable in its depiction of the Khmer Rouge government) for much of the remainder of the study period; (4) the coverage of human rights issues, both negative and positive, external and internal, totalled less than 70 minutes in a period of almost 45 months; (5) this very limited body of coverage was focused primarily on the two issues of unlawful executions and forced migrations; (6) other internal rights issues were largely or completely ignored and (7) almost one-fifth of this coverage, particularly in 1975, was positive in tone. (Fifteen tables of data and two notes are included, and 30 references are appended.) (MS)

ED 305 696 **CS 506 619**
Keyton, Joann And Others
Political Values and Political Judgments: Analysis of Responses to the 1988 Presidential Debates.
Pub Date—[Apr 89]
Note—47p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Louisville, KY, April 6-8, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Communication Research, *Debate, Higher Education, Interpersonal Attraction, Interpersonal Communication, Mass Media Role, *Political Attitudes, Political Candidates, *Presidential Campaigns (United States), Regression (Statistics), *Social Values, *Value Judgment
Identifiers—*SYMLOG Coding System
To determine the public's responses to the 1988 presidential debates, the System for the Multiple Level Observation of Groups (SYMLOG) was used to analyze how values positions connected to interpersonal styles. Subjects, 157 students from either a mid-sized Southern university or a large Midwestern university and 21 non-students drawn from people who had gathered to watch the first debate at the Democratic headquarters in a mid-size southern city, responded to a set of questions. Findings confirmed that: (1) the winner of the debate was predicted by post-debate preference after the first debate; (2) the winner of the debate was predicted by perceptions of the candidate that projected the strongest personal image, the greatest credibility, the most logical arguments, and the strongest emotional appeals; (3) vote intention was predicted by the SYMLOG value positions; (4) perceptions of strongest personal image, candidate credibility, and candidate ability to use logical argument and present emotional appeals were predicted by SYMLOG value positions; and (5) actual voting choice was predicted by the post-debate preference after the first debate. Findings also showed that if subjects did not watch the debates, they were not able to report their perceptions of which candidates won the debates and that the self-report SYMLOG dimension did not predict one of the candidates. (Sixteen tables of data and three figures are included, and 22 references are appended.) (MS)

ED 305 697 **CS 506 621**
Loge, Peter
Candidates of Race and Political Poll Results.
Pub Date—May 89
Note—12p.; Paper presented at the Annual Meeting of the Eastern Communication Association (80th, Ocean City, MD, May 3-7, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Data Collection, Interviews, Political Campaigns, *Political Candidates, Public Opinion, *Racial Attitudes, Racial Bias, *Racial Factors, Research Problems, Surveys
Identifiers—*Opinion Polls
Researchers often consider how personal attributes affect the data gathered, and how that effect can be eliminated, or at least minimalized. This question takes on added significance in the realm of politics. Numerous studies have examined the issue of interviewer/interviewee race. The results of these studies indicate that members of one race avoid answers they think will alienate an interviewer of another race, or that would be considered socially unacceptable. According to these studies, the results of surveys are most skewed for "racial questions" (questions about civil disobedience, racial intermarriage, and tolerance of racists). It would seem that the results of surveys conducted concerning candidates of a different race would have the same effects. Yet no results of such studies have been published. Carrying the analysis one step further, it can be argued that even if the interviewer and interviewee are of the same race, but the questions involve a candidate of a different race, the poll results could be misleading. This is a factor that has not been accounted for in the survey data to date. The following research hypothesis should be explored: the race of a political candidate in a campaign involving at least one white and one black candidate will serve as an uncontrolled independent variable in surveys regarding at least one black and one white candidate. Once the validity or invalidity of such a hypothesis is determined, researchers can work to educate the media and public about the potential invalidity of the results of such polls. (MM)

ED 305 698 **CS 506 622**
Nelms, Gerald
The Power of Eloquence: Moderation of Style in Puritan Great Awakening Sermons.
Pub Date—[Mar 89]
Note—14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
Pub Type— Speeches/Meeting Papers (150) — Historical Materials (060) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Clergy, *Colonial History (United States), Discourse Analysis, Logic, *Persuasive Discourse, *Puritans, *Religious Cultural Groups, *Religious Factors, Rhetorical Invention
Identifiers—Emotions, *Puritanism, Rhetorical Devices, *Sermons
The latter part of the twentieth century has brought explicit emotional appeals; some by advertisers for commercial goods and others from political and religious leaders. The religious appeals to feelings can be traced back in history to the revivals in the mid-eighteenth century where the "Great Awakening" opened up religious sermonizing to a new and powerful evangelism. The sermons by the Puritan preachers of this period played an important role in awakening listeners to their state of sin and to the hope of salvation. The style of their sermons was not meant to impress but to reveal. There was, however, a moderation in most of the Puritan clergy that was a balance between reason and emotion. They did use tropes, especially metaphor, dramatic elaboration, and other stylistic maneuvers, but the balance between reason and emotion was weighted more to the side of logic as the primary means of persuasion. In the end, the revivalism diminished, but uses of emotional appeals did not. The Great Awakening left, among other things, a legacy of evangelism. And just as clearly, the moderates of the Great Awakening, who espoused a balance between rational and emotional appeals and sought to convert the whole person–these preachers also left a legacy, a legacy of tolerance and practical wisdom. (MS)

ED 305 699 **CS 506 624**
McKenzie, Paula Ross, Susan
Working with Students from Diverse Cultural Backgrounds in Basic Courses in Speech Communication.
Pub Date—4 May 89
Note—24p.; Paper presented at the Annual Meeting of the Eastern Communication Association (80th, Ocean City, MD, May 3-7, 1989).
Pub Type— Speeches/Meeting Papers (150) — Guides - Non-Classroom (055) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cultural Awareness, Cultural Differences, Cultural Interrelationships, *Cultural Pluralism, Educational Research, Higher Education, *Intercultural Communication, Introductory Courses, Speech Communication
Identifiers—Cultural Sensitivity, *Speech Communication Education
Specific strategies need to be developed and implemented if teachers are to transmute cultural knowledge into cultural understanding in the classroom. The processes involved in developing successful pedagogy for basic speech courses with culturally diverse student populations must grow out of accurate information. A survey of recent literature reveals articles which focus on how basic communication courses are dealing with cultural pluralism, studying cultural differences in classroom behavior, and developing ways of learning more about cultural differences related to communication. For example, A. Wolfgang advocates training instructors to be more aware of the importance of nonverbal communication in the multicultural classroom. M. W. Hesler offers specific, research-based communication strategies for multicultural classes, and also uncovers culturally relevant differences in learning styles and goal structures. An examination of these and other studies and articles can contribute ideas which teachers can incorporate into the basic speech course. (Twenty-three notes and references are attached.) (MM)

ED 305 700 **CS 506 629**
Spicola, Rose Stephens, Carolyn
Intellectual Freedom: The Censorship War Continues.
Pub Date—May 89
Note—3p.
Journal Cit—Texas Reading Report; v11 n4 p7-8 May 1989
Pub Type— Journal Articles (080) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Censorship, Elementary Secondary Education, *Intellectual Freedom, Position Papers, Reading Material Selection, *School Community Relationship, Textbook Content, *Textbook Selection
Censorship efforts are taking place throughout the country in spite of greater activism among anticensorship forces. One of the alarming trends is that many of the censors are now attacking the curriculum of the schools, challenging textbooks in reading, literature, history, science, health, and social studies. The International Reading Association has developed a censorship statement which very clearly states that any type of censorship infringes upon the freedom of speech, thought, and inquiry guaranteed in the first Amendment of the United States Constitution. Schools should develop procedures for dealing with book challenges, and should also adopt procedures to support teachers who wish to implement broad literature-based programs in their reading curriculum. Parents will need to be informed and teachers will need to be careful not to use trade books that have not been adopted through the regular adoption routine. (A list of sources of information concerning censorship is included.) (MM)

ED 305 701 **CS 506 631**
Herbeck, Dale A.
The Benevolent Technocrat: Michael Dukakis' Strategy in the 1988 Presidential Debates.
Pub Date—5 May 89
Note—15p.; Paper presented at the Annual Meeting of the Eastern Communication Association (80th, Ocean City, MD, May 3-7, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Communication Research, *Debate, *Debate Format, Mass Media Role, *Persuasive Discourse, *Political Candidates, *Political Issues, *Presidential Campaigns (United States)
Identifiers—Bush (George), *Dukakis (Michael), Political Image, Political Rhetoric, Strategic Issues Management, Strategy Choice
Michael Dukakis lost the presidential campaign debates of 1988 (or at least failed to capitalize as much as he might have) because he understood the debates to be genuine debates. Consequently, Dukakis acted as a debater generating an image of himself as a "benevolent technocrat," which was an error. It must be pointed out that the presidential debates and real academic debates are quite different for several reasons. For example, the real controversy in presidential debates is between the candidates and their media questioners, as opposed to being between the two candidates. It was also obvious that Dukakis and his handlers did not appreciate the specialized nature of these debates. An analysis of the questions and answers that Dukakis gave showed that the image he was trying to project, that of a benevolent technocrat, was disastrous. He showed no emotion and feeling, he did not muster outrage at the hypothetical rape and murder of his

wife, and he was unable to portray himself as a leader. The failure of Dukakis' strategy is significant for several reasons. It suggests that the 1988 presidential debates were more an exercise in image management than debating, and it illustrates why "traditional" debate between the presidential candidates is extremely unlikely. What this means is that the debates should probably be appreciated for what they are, political events exemplifying democratic traditions open to everyone, rather than examples of the traditional conception of a debate. (Seventeen notes are included.) (MS)

EA

ED 305 702 EA 020 205
Louis, Karen Seashore
Social and Community Values and the Quality of Teacher Work Life.
Pub Date—Apr 88
Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrator Role, Community Attitudes, *Cultural Differences, Educational Anthropology, Educational Change, *Educational Principles, Elementary Secondary Education, Foreign Countries, *Foundations of Education, Leadership, Parent School Relationship, *Politics of Education, School Choice, *Values

The value system of a school is a major factor affecting the teacher's working conditions, but public discourse on educational reform tends to avoid serious discussion of the most deeply embedded values in our educational system. This absence of serious reflection on values limits consideration of alternatives for improving both education and the quality of work in schools. Accordingly, this paper draws on personal involvement with the International School Improvement Project and on literature reviews to explore, in a cross-cultural context, some of the ways in which basic cultural values, professional values, and community values may affect the lives of teachers. The section on cultural values discusses and compares norms of homo/heterogeneity among schools, attitudes toward parental values and choice, and views of stability and change. The section on professional values discusses and compares the view of the teacher and the view of the school leader in various countries. The section on community values begins with a definition of value-cohesive and value-fragmented communities, and then discusses the effect of community cohesiveness or fragmentation on teachers. A discussion follows of the way in which value issues are framed in communities characterized by coalitions or those characterized by interest groups. The role of values in determining educational structures and functions in various cultures has implications for policy and practice, which are discussed in the conclusion. Notes and a bibliography are included. (TE)

ED 305 703 EA 020 584
Mullins, Theresa H. And Others
Perceptions of Texas Elementary Principals and Teachers Regarding Evaluations of Principals.
Pub Date—Nov 88
Note—13p.; Paper presented at the Mid-South Educational Research Association (Louisville, KY, November 8-11, 1988).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Attitudes, *Administrator Evaluation, Elementary Education, *Job Performance, *Principals, School Effectiveness, Statistical Analysis, *Teacher Attitudes
Identifiers—*Texas

This study compares perceptions of elementary teachers and principals concerning eight research-based categories of statements pertinent to evaluating elementary principals' job performance. From separate lists of elementary teachers and principals employed in all 20 Texas school districts during 1987-88, 23 teachers and 23 principals per district were randomly selected and surveyed, for a total of 460 in each of the two categories. The response rate was 54.8 percent (teachers) and 65.2 percent (principals). The survey instrument consisted of 37 items clustered into 8 usable categories: evaluation frequency, persons involved, teachers' evaluation of principals, principals' self-evaluation, leadership and supervision qualities, instrumentation methods, general behaviors, and teacher/principal morale. Preliminary findings revolve around simple comparisons of groups within clusters obtained through linear regression techniques. Results showed that principals were more approving of frequent evaluations than teachers. Teachers were more approving than principals of involving more persons in the evaluation process. Teachers felt far more strongly than principals that teachers should be involved in principal evaluation. Teachers had less confidence in the validity of principal self-evaluation than principals. Teachers are more likely than administrators to trust the efficacy of several instruments in determining administrator effectiveness. The teacher/principal morale category produced inconclusive results. While teacher and principal perceptions differed, the small variances indicate the need for more specific instruments. Included are four tables. (MLH)

ED 305 704 EA 020 587
Thomas, Stephen B., Ed.
The Yearbook of Education Law, 1988.
National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date—88
Note—299p.; For individual chapters, see EA 020 588-595. For 1987 yearbook, see ED 292 187.
Available from—Publication Sales, National Organization on Legal Problems of Education, Southwest Plaza Building, 3601 S.W. 29th Street, Suite 223, Topeka, KS 66614 ($31.95 plus $2.00 postage; quantity discounts).
Pub Type— Books (010) — Legal/Legislative/Regulatory Materials (090) — Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Athletics, Collective Bargaining, *Court Litigation, Educational Finance, Elementary Secondary Education, Federal Courts, Higher Education, *Legal Problems, *Legal Responsibility, Private Schools, Public Schools, *School Law, School Personnel, State Courts, Student School Relationship, Torts, *Yearbooks
Identifiers—Supreme Court

Judicial decisions affecting educational policy and management that were handed down in 1987 by state appellate courts and federal courts are summarized and analyzed in this book. The analyses, each written by one or more experts in education law, are divided into eight topical chapters: (1) employees; (2) bargaining; (3) pupils; (4) handicapped; (5) torts; (6) sports; (7) finance; and (8) higher education. The book includes a 14-page alphabetical index of cases cited in the text as well as a 5-page subject index. (MLF)

ED 305 705 EA 020 588
Sorenson, Gail Paulus Mawdsley, Ralph D.
Employees.
National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date—88
Note—38p.; In: Thomas, Stephen B., Ed. The Yearbook of Education Law, 1988. National Organization on Legal Problems in Education, 1988 (EA 020 587), p1-37.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Certification, Civil Liberties, Contracts, *Court Litigation, Dismissal (Personnel), Due Process, Elementary Secondary Education, *Employer Employee Relationship, *Equal Opportunities (Jobs), Legal Responsibility, *Public Schools, Reduction in Force, *School Law, *School Personnel, Teacher Rights, Tenure
Identifiers—Supreme Court

This chapter covers the nearly 250 cases reported in 1987 involving precollegiate public-sector employees. Those cases where purely procedural issues are involved are omitted, and procedural issues in the remaining cases are deemphasized. Although no United States Supreme Court cases in 1987 related to school employees, those from prior years are mentioned if necessary for an understanding of current cases. As in previous years, the section on dismissal, nonrenewal, demotion, and discipline contains a large number of cases, with many revolving around the issue of board compliance with district and state policies. Legal issues covered by the review include the following: (1) discrimination in employment by race, sex, age, or handicap; (2) substantive constitutional rights including freedom of speech and association, along with issues of privacy and substantive due process; (3) procedural process; (4) issues of dismissal, nonrenewal, demotion, and discipline (for insubordination, unprofessional conduct, immorality, or incompetence); (5) reduction in force and involuntary leaves of absence; (6) contractual disputes; (7) tenure; and (8) certification, decertification, revocation, and suspension. (MLF)

ED 305 706 EA 020 589
Zirkel, Perry A. Smith, Margaret D.
Bargaining.
National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date—88
Note—30p.; In: Thomas, Stephen B., Ed. The Yearbook of Education Law, 1988. National Organization on Legal Problems in Education, 1988 (EA 020 587), p38-66.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Arbitration, *Collective Bargaining, Compliance (Legal), *Court Litigation, Elementary Secondary Education, *Employer Employee Relationship, Grievance Procedures, Labor Relations, Legal Problems, Public Schools, *School Law, *School Personnel, Scope of Bargaining, Teacher Rights, Teacher Strikes, *Unions

An increasing amount of case law dealing with collective bargaining in education was evident in 1987. The more than 100 cases cited indicate that educational employers and their unionized employees are increasingly resorting to the courts rather than resolving issues at the negotiation or arbitration table. However, there were no United States Supreme Court decisions dealing with collective bargaining in education this year. Across the country the courts applied legal principles long recognized in the field of labor relations. The review addresses the following issues: (1) constitutional issues; (2) recognition and representation; (3) rights and obligations of exclusive bargaining representatives; (4) scope of bargaining; (5) grievability and arbitrability; (6) judicial review of arbitration awards and employment relations board rulings; (7) strikes and other job actions; and (8) other miscellaneous decisions arising from labor disputes. (MLF)

ED 305 707 EA 020 590
Lufler, Henry S., Jr.
Pupils.
National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date—88
Note—42p.; In: Thomas, Stephen B., Ed. The Yearbook of Education Law, 1988. National Organization on Legal Problems in Education, 1988 (EA 020 587), p67-107.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Bilingual Education, *Court Litigation, *Desegregation Litigation, Discipline, *Drug Abuse, Due Process, Elementary Secondary Education, Home Schooling, Legal Problems, Private Schools, Public Schools, *School Law, Search and Seizure, *Student Rights, *Student School Relationship, Tuition
Identifiers—First Amendment

The sharp increase in the number of cases that involve school antidrug policies continued in 1987. Courts continued to support school policies that contain an automatic suspension or expulsion penalty for school drug possession. First Amendment religious cases also continued to increase in number. A new grouping of cases under the heading "home instruction" contains cases raising a medley of First Amendment and other issues. The issue of substantive due process violations in corporal punishment cases was heard in two cases. Cases are discussed under the following sections: (1) public school assignment, tuition, transportation, home instruction, and compulsory attendance; (2) bilingual and bicultural programs; (3) private and parochial schools; (4) substantive rights of students, including search and seizure, and First Amendment religious and freedom of expression rights; (5) sanctions for student misconduct including suspensions, expulsions, and corporal punishment; and (6) desegregation, including systemwide and cross-district remedies, and

desegregation plan oversight. (MLF)

ED 305 708 EA 020 591
Cambron-McCabe, Nelda H.
Handicapped.
National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date—88
Note—32p.; In: Thomas, Stephen B., Ed. The Yearbook of Education Law, 1988. National Organization on Legal Problems in Education, 1988 (EA 020 587), p108-138.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Acquired Immune Deficiency Syndrome, Ancillary School Services, Compliance (Legal), *Court Litigation, *Disabilities, Due Process, Educational Responsibility, Elementary Secondary Education, Employer Employee Relationship, *Handicap Discrimination, Lawyers, Legal Costs, Legal Problems, *Legal Responsibility, *School Law, School Responsibility, Special Education, Student Rights
Identifiers—*Education of the Handicapped Act Amendments 1986, Handicapped Childrens Protection Act 1986, Rehabilitation Act 1973 (Section 504)
Litigation of handicapped students' and employees' rights showed a significant increase in 1987. The increase can be attributed primarily to the filing of a substantial number of cases to obtain attorneys' fees following the enactment of the Handicapped Children's Protective Act in 1986. Two major issues were raised in these cases: the availability of attorneys' fees for administrative hearings and the constitutionality of the retroactive application of the law. In a widely publicized case, the United States Supreme Court ruled that a teacher suffering from the contagious disease of tuberculosis was a "handicapped individual" within the meaning of section 504 of the Rehabilitation Act. While the Court did not address whether a person who is simply a carrier of a contagious disease is handicapped, the case will undoubtedly be paramount in interpreting the rights of victims of the acquired immune deficiency syndrome (AIDS). Cases are summarized under the following topics: (1) entitlement to services; (2) procedural safeguards; (3) placement; (4) related services; (5) discipline; (6) remedies; (7) statute of limitations; (8) state law; and (9) discrimination under the Rehabilitation Act, section 504. (MLF)

ED 305 709 EA 020 592
Evans, William J., Jr.
Torts.
National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date—88
Note—40p.; In: Thomas, Stephen B., Ed. The Yearbook of Education Law, 1988. National Organization on Legal Problems in Education, 1988 (EA 020 587), p139-177.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Compliance (Legal), Constitutional Law, *Court Litigation, Educational Malpractice, Elementary Secondary Education, Employer Employee Relationship, Insurance, *Legal Problems, *Legal Responsibility, *School Law, School Personnel, *School Responsibility, *Torts
Identifiers—Workers Compensation Benefits
This chapter examines court cases reported during 1987 of tort claims involving school officials, employees, and students. A tort is a civil wrong, other than breach of contract, for which a court provides relief in the form of damages. The most common tort alleged to have been committed by school personnel is negligence. Most negligence suits against schools result from student injuries during school hours, enroute to and from school, on school facilities, or during school activities. Other topics discussed include cases arising from liability insurance claims and employee injuries or workers' compensation claims as well as cases involving assault and battery, defamation, products liability, and intentional infliction of emotional distress. The final section focuses on constitutional torts, that is, cases alleging violation of litigants' constitutional rights. (MLF)

ED 305 710 EA 020 593
Thomas, Stephen B.
Sports.
National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date—88
Note—21p.; In: Thomas, Stephen B., Ed. The Yearbook of Education Law, 1988. National Organization on Legal Problems in Education, 1988 (EA 020 587), p178-197.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Athletic Coaches, *Athletics, Civil Rights, Compliance (Legal), Constitutional Law, *Court Litigation, Due Process, Elementary Secondary Education, Eligibility, Employer Employee Relationship, Equal Education, Equal Protection, Extramural Athletics, Higher Education, Legal Problems, *Legal Responsibility, *School Law, School Responsibility, *Student Participation, Torts
This chapter includes all cases involving student-athletes, coaches, athletic directors, athletic associations, booster organizations, sports programs and events, and sports facilities and equipment at both the K-12 and higher education levels, but does not include case law involving physical education or intramural participation. Sections discuss cases regarding: (1) students' eligibility to participate in school sports; (2) equality of programs; (3) enforcement of rules; (4) sport-tort cases; (5) employment cases affecting coaches, athletic directors, or athletes; and (6) miscellaneous cases including use of an amusement tax, access to school and university records, and the collection of athletic fees. (MLF)

ED 305 711 EA 020 594
Beezer, Bruce MacPhail-Wilcox, Bettye
Finance.
National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date—88
Note—25p.; In: Thomas, Stephen B., Ed. The Yearbook of Education Law, 1988. National Organization on Legal Problems in Education, 1988 (EA 020 587), p198-221.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Compliance (Legal), *Court Litigation, *Educational Finance, Elementary Secondary Education, Employer Employee Relationship, Equal Education, Federal Aid, Legal Problems, Legal Responsibility, *Private School Aid, Private Schools, Public Schools, School District Spending, School Funds, *School Law, *School Taxes, State Aid, State Legislation, *Tax Allocation
There were no United States Supreme Court decisions in 1987 on either public or private school finance. Cases discussed in this chapter fall under three major topics: (1) public funds for private schools; (2) sources and allocations of public school funds; and (3) school tax issues. Federal appellate court cases included decisions on the constitutionality of a state's school finance law, federal reimbursement for state expenses used for the education of handicapped children, and refunds of misspent and overallocated federal grant funds. State courts litigated cases concerning disputed state aid calculations, special education funding, and fees for school bus transportation. School tax cases dealt with the use of school tax bases for noneducational purposes, bond referenda, tax exemptions, tax delinquency, the use of revenue, and conflicts of interest in public school funding decisions. Finally, one state supreme court advisory opinion considered the use of public funds for private schools. (MLF)

ED 305 712 EA 020 595
Hendrickson, Robert M.
Higher Education.
National Organization on Legal Problems of Education, Topeka, Kans.
Pub Date—88
Note—46p.; In: Thomas, Stephen B., Ed. The Yearbook of Education Law, 1988. National Organization on Legal Problems in Education, 1988 (EA 020 587), p222-266.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Collective Bargaining, Compliance (Legal), Constitutional Law, *Court Litigation, Dismissal (Personnel), Due Process, *Employer Employee Relationship, *Equal Opportunities (Jobs), *Faculty College Relationship, *Higher Education, Legal Problems, *Legal Responsibility, Postsecondary Education, School Law, Student Rights, Teacher Rights, Tenure, Torts
Litigation in 1987 was very brisk with an increase in the number of higher education cases reviewed. Cases discussed in this chapter are organized under four major topics: (1) intergovernmental relations; (2) employees, involving discrimination claims, tenured and nontenured faculty, collective bargaining and denial of employee benefits; (3) students, involving admissions, financial aid, First Amendment rights, and academic and disciplinary dismissal; and (4) liability, involving personal injury, workers' compensation, contracts, educational and medical malpractice, negligence, indemnification, antitrust, and patent and trademark issues. Employment cases of particular interest included the setting aside on jurisdictional issues of a court order requiring southern and border states to bring their higher education systems into compliance with Title VI of the Civil Rights Act of 1964. A class of female faculty were decertified because of the decentralized structure and employment decision-making at a university. There were numerous cases in the areas of tenure awards and termination of tenured faculty for cause. Student litigation cases were varied, with loan and scholarship defaults continuing to be the bulk of cases in the financial aid area. Liability cases such as alcohol consumption resulting in death and fraternities serving alcohol to minors were among those before the courts. (MLF)

ED 305 713 EA 020 625
Martin, David S. And Others
Curriculum Leadership: Case Studies for Program Practitioners.
Association for Supervision and Curriculum Development, Alexandria, Va.
Report No.—ISBN-0-87120-155-0
Pub Date—89
Note—101p.
Available from—Publication Sales, Association for Supervision and Curriculum Development, 125 N. West Street, Alexandria, VA 22314-2798 (Stock No. 611-89013; $12.95).
Pub Type— Reports - Evaluative (142) — Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Case Studies, *Curriculum Development, *Curriculum Problems, Elementary Secondary Education, *Leadership Responsibility, *Problem Solving
The 22 case studies in this book offer a variety of real-life school controversies designed to provoke dialogue among students and practitioners. The problems presented here demonstrate the inter-relatedness of curriculum decision-making and problem-solving with other educational system functions. The case studies are grouped according to five themes: (1) curriculum decision-making; (2) curriculum implementation; (3) issues in personnel and curriculum; (4) programs for special populations; and (5) curriculum evaluation. Each case study describes a situation actually experienced by one or more curriculum leaders, such as responding to parent objections about classroom materials; taking the initiative in improving student test scores; revising the curriculum to meet special student needs; resolving the dilemma of curriculum "ownership"; and coping with the need to reduce expenditures without damaging the core of the curriculum. Each case study includes a brief description of the setting, a narrative of relevant events and actions, and a list of questions focused on key issues. The cases contain neither solutions nor suggestions for possible solutions. An appendix offers a summary of issues pertaining to each case. (MLH)

ED 305 714 EA 020 687
Capper, Colleen A.
Transformative Leadership: Embracing Student Diversity in Democratic Schooling.
Pub Date—Jan 89
Note—30p.
Pub Type— Opinion Papers (120) — Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Cultural Differences, *Democratic Values, *Disabilities, Economically Disadvantaged, Elementary Secondary Education, *Equal Education, *Individual Differences, *Leadership Responsibility, Minority Group Children, Special Education

School administrators are challenged to meet the needs of an increasingly diverse school population, including minority, poor, and disabled students. Democratic schooling holds the most promise for student diversity, but its premises are limited for students with intellectual disabilities. The special education profession has disseminated practices and strategies to help administrators integrate disabled students in school. However, viewing students with severe disabilities as special only perpetuates bias and discrimination against them. By understanding how severely disabled students can be active members of the democratic classroom, administrators can apply their awareness and knowledge to the entire range of student diversity in their schools. This paper promulgates the idea of the school administrator as a transformative, intellectual leader capable of transcending intellectual bias to the benefit of all students and staff. After differentiating the transformative intellectual from accommodating and critical/Marxist varieties, the paper discusses the need to expand the principles and practices of democratic schooling to address the range of student diversity. To meet these needs, administrators can parallel teachers' role in the areas of social empowerment, mutuality in living, ways of knowing, and the development of language. By articulating the language of possibility for even the most severely disabled students, transformative administrators make possible the inclusion and success of all other students. Included are 27 references. (MLH)

ED 305 715 EA 020 744
Westbrook, Kathleen C.
K-12 Capital Outlay: The Need for a National Investigation.
Pub Date—Mar 89
Note—20p.; Paper presented at the Annual Meeting of the American Education Finance Association (San Antonio, TX, March 9-12, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Capital Outlay (for Fixed Assets), *Educational Equity (Finance), *Educational Finance, Elementary Secondary Education, *Finance Reform, Financial Support, Fiscal Capacity, School District Spending, *State Federal Aid
This paper focuses on state school financing systems based on the wealth of the state as a whole rather than on the wealth of a student's parents, neighborhood, or community. Studies highlight the fact that when the choice between programs and operations is debated, capital needs become the priority concern. The needed dollars and lack of state-level commitments may be even greater than estimates indicated. It is becoming increasingly more difficult to divert state and national dollars toward public education. There can be no effective plan to garner additional fiscal resources, when every district in every state fights a singular battle. Suggested is a national study for the collection of baseline data, ongoing longitudinal analysis involving issues related to the improvement of the infrastructure, and assistance in the prevention of resource-draining litigation while continuing to monitor and promote educational equity, adequacy, and fiscal economy at the local, state, and national levels. Appended are 34 references. (SI)

ED 305 716 EA 020 752
Mertz, Norma T. McNeely, Sonja R.
Career Path of School Superintendents.
Pub Date—Nov 88
Note—16p.; Paper presented at the Mid-South Educational Research Association (Louisville, KY, November 8-11, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Ladders, Careers, Elementary Secondary Education, Occupational Information, *Occupational Mobility, Occupational Surveys, Principals, *Promotion (Occupational), Sex Differences, *Superintendents, Training
Identifiers—*Tennessee
This study of the career paths of 147 Tennessee school superintendents sought to determine to what extent coaching and principalships are routes to that office. The majority of respondents were white males; only one was black, and 10 were female. The data were analyzed by group, race, sex, years in office, and method of selection (elected or appointed). Central tendency statistics and significance tests were used where appropriate. Findings revealed a clearly identifiable path to the superintendency–from coach to principal to central office administrator–with some variation in the particulars of the path, especially for appointed administrators. For instance, appointed female superintendents' career paths differed from those of appointed male superintendents. None had been high school administrators, nor coaches, although almost all had been central office administrators. The results suggest truth to the notion that coaching and high school administration are routes to the superintendency. (JAM)

ED 305 717 EA 020 753
Edwards, Claudia
Discovery Guide.
Pub Date—Apr 88
Note—29p.; Prepared for the Instruction and Professional Development Division of the National Education Association.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Communication Skills, Educational Quality, Elementary Secondary Education, *Faculty Organizations, Instructional Effectiveness, *Teacher Associations, *Teacher Effectiveness, *Teamwork
Identifiers—*Teacher Support Networks, *Teamwork Approach to Better Schools
This guide describes a project (Teamwork Approach to Better Schools) developed to promote the establishment of a formal teacher support network in a variety of schools within a local support district. The model is a guide to newcomers to the project, helping eliminate startup problems and providing a sound base of experiences. The program began with the formative experiences of the five pilot teams in the project during 1985-86 and with a focus on teamwork. At the onset, pilot teams suffered from a lack of focus. As teams undertook the task of becoming a cohesive work group, they faced issues of leadership, decision-making, and general operating rules. As teams passed from the stages of forming and storming, task behavior became common and teams began to determine the overall focus. Finally, the teams' progress is measured and becomes an ongoing process. Among the conclusions are that the project helped to achieve better communication skills and a higher quality of education. (SI)

ED 305 718 EA 020 758
Peterson, Kent D.
Secondary Principals and Instructional Leadership: Complexities in a Diverse Role.
National Center on Effective Secondary Schools, Madison, WI.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.; Wisconsin Center for Education Research, Madison.
Pub Date—Feb 89
Grant—G-008690007-89
Note—38p.
Available from—Document Service, National Center on Effective Secondary Schools, 1025 W. Johnson Street, Madison, WI 53706 ($5.00).
Pub Type— Information Analyses (070) — Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Administrator Role, High Schools, *Instructional Leadership, *Leadership Responsibility, *Principals, *School Supervision, *Teacher Administrator Relationship
From an organizational perspective, this paper synthesizes research on instructional leadership at the secondary level to provide principals with useful school management models to overcome obstacles to effective supervision. In addition, this paper analyzes the properties of secondary schools that shape principals' work; reviews their daily tasks; describes models of instructional leadership; delineates specific ways that high school principals influence school and classroom processes to shape teaching and learning; discusses how principals build school cultures and foster school improvement; and gives specific instances of the ways some principals mold teaching and learning in suburban and urban settings. Several conclusions emerge from this discussion. First, principals share their instructional leadership position with assistant principals, department chairs, and teachers. Second, instructional leadership in high schools often attends to both the technical side of the school (by configuring and managing the instructional process) and to the cultural side (by molding the norms, values, and beliefs of teachers). Third, principals shape improvement through planned change efforts that incorporate systematic and organized processes that draw on the resources of administrators, teachers, and department chairs. Fourth, principals can cultivate and develop instructional leadership in others. Fifth, principals may exercise instructional leadership through small individual actions. Finally, instructional leadership can be enhanced by fostering a sense of shared clarity of purpose and mission among all school constituents. (JAM)

ED 305 719 EA 020 784
Lehnen, Robert G. Johnson, Carlyn E.
Financing Indiana's Public Schools: Update 1989.
Indiana Univ., Indianapolis. School of Public and Environmental Affairs.
Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.
Pub Date—Jan 89
Note—162p.
Available from—Indiana School Finance Study, School of Public and Environmental Affairs, Indiana University, 801 Michigan Street, Indianapolis, IN 46223 (free).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Court Litigation, *Educational Finance, Elementary Secondary Education, *Finance Reform, Financial Policy, *Property Taxes, Public Schools, *School Taxes, State Aid, State School District Relationship, Tax Allocation, Tax Rates
Identifiers—*Formula Funding, *Indiana
This report is an update of the 1984 study "Indiana's Public Schools: An Analysis of the Past and Recommendations for the Future," which examined the Indiana school finance formula used to fund public education in the state. A fresh look is taken as a result of formula changes, and the effect of these changes on expenditures for public education and property tax rates paid by Indiana taxpayers. The complexity of the school finance formula and the possible implications for constitutional challenges are explored. Finally, the standing of Indiana's public school system in comparison to other states on both school performance and the resources committed to public education are examined. (JAM)

ED 305 720 EA 020 786
Erickson, John W.
The Next Step: Preparing Students for a Changing Society.
Pub Date—89
Note—9p.
Available from—Publication Sales, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($5.00; postage and handling is $2.00 for U.S. billing, $3.00 for foreign billing).
Journal Cit—OSSC Report; v29 n2 p1-7 Win 1989
Pub Type— Information Analyses (070) — Opinion Papers (120) — Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Change Strategies, *Educational Change, Educational Environment, *Educational Improvement, *Educational Trends, Elementary Secondary Education, *Futures (of Society), *School Demography
This article by the superintendent of the Lincoln County (Oregon) School District focuses on preparing the nation's children for the future. All students need to be prepared to deal with four aspects of their adult lives: employment, education, family, and self-fulfillment. Students must be educated and prepared to participate fully in a changing society where information processing and decision-making will be valued. An aging society, a wave of immigrants, and the heavy tax burden associated with needed social services will influence the decisions people make about their families. In a society where robots and electronic systems operate, people will enjoy an increasing amount of time that will not be associated with a work schedule. Students will have to learn time management and self-fulfillment skills. Recommendations for schools are offered with consideration of the above four aspects of life. (SI)

ED 305 721 EA 020 804
Kirst, Michael W. And Others
Evaluating State Education Reforms: A Special Legislative Report.
National Conference of State Legislatures, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-85-1004

Note—134p.
Pub Type— Reports - Evaluative (142) — Information Analyses (070)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Change Strategies, *Educational Change, *Educational Policy, Elementary Secondary Education, *Excellence in Education, *Instructional Improvement, *Personnel Evaluation, Program Effectiveness, State Legislation, Teaching Methods
Evaluating the impact of the recent state education reforms is an issue now confronting every state legislature. This paper focuses upon evaluating state education policies for a legislative audience. The text of the paper covers the following topics: (1) the urgency of staff evaluation; (2) how evaluation can help state legislators; (3) reasonable expectations for evaluation; (4) the use of tests in measuring the effectiveness of educational programs, methods, and instructional methods; (5) new directions for state education data systems; (6) state and local performance indicators and cost/effectiveness studies; and (7) how well U.S. schools perform. (SI)

ED 305 722 EA 020 820
Pohland, Paul A., Ed.
New Mexico Case Records in School Administration, Volume A.
New Mexico Principals' Center, Albuquerque.
Pub Date—Feb 89
Note—53p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Administrative Problems, *Assistant Principals, Case Studies, Elementary Secondary Education, *Information Dissemination, Organizational Change, Organizational Effectiveness, *Principals, Private Schools, Public Schools, *School Administration
Identifiers—*New Mexico
In June 1988, 28 principals and assistant principals from public and private schools throughout New Mexico gathered for the first Summer Institute, sponsored by the New Mexico Principals' Center. The goals of the meeting were to share professional knowledge, to engage in "reflective practice," and to construct personal and professional statewide networks. A participant-staff roster is provided, followed by a preliminary typology of administrative "problems" in schools. Included is the banquet address by James P. Miller, Sr., in which he emphasizes the need for management quality in the schools and school districts. Next, a paper by Bruce Barnett, institute consultant, presents the logic of the conceptual framework for the case records that follow. The paper is entitled: "Reflection: The Cornerstone of Learning from Experience," and dwells on a model for reflective thought emphasizing that reflection stimulates action. Twenty-three cases are recorded. (SI)

ED 305 723 EA 020 825
Manley-Casimir, Michael And Others
Community Values and Unconventional Teacher Behavior: A National Canadian Study (1945-1985).
Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
Pub Date—Mar 89
Note—35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Information Analyses (070) — Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Community Attitudes, *Community Characteristics, *Community Influence, *Community Involvement, Elementary Secondary Education, Foreign Countries, *Teacher Behavior, Teacher Discipline, Teacher Dismissal
Identifiers—*Canada
This study focuses on the tension between community norms/values and teacher behavior in Canada. A series of instances where teachers in public or denominational schools are accused of misconduct are presented, and these instances are traced from their beginnings to their ends (that is, to the resolution or acceptance of the social conflict). Part I discusses the research approach, the social relevance of the project, and the methods and procedures. Part II describes the instances of misconduct gathered to date from British Columbia, Alberta, Ontario, and the Atlantic Provinces. Part III offers tentative interpretive comments: (1) community pressure does sometimes exist, but is very much muted by the Board of Reference decisions; and (2) the predominant value seems to be respect for and obedience to authority. Reasons for teacher dismissal are also summarized. Appended are 22 references, a classification of contentious teacher behavior, and a list of seven research project publications. (SI)

ED 305 724 EA 020 828
Cohn, Elchanan Williams, C. Glyn
Labor Market Effects of Proposed Retirement Options for Teachers in South Carolina.
Pub Date—Mar 89
Note—18p.; Paper presented at the Annual Meeting of the American Education Finance Association (San Antonio, TX, March 9-12, 1989). Part of a larger study funded by the South Carolina Education Association.
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Early Retirement, Elementary Secondary Education, Employment Statistics, *Labor Market, Labor Turnover, *School Statistics, Tables (Data), Teacher Employment Benefits, Teacher Persistence, *Teacher Retirement, Teacher Shortage, *Teacher Supply and Demand
Identifiers—*South Carolina
A study investigated the effects on the labor market of various proposed retirement options for teachers in South Carolina. First, questionnaires were sent to personnel officers in the 91 South Carolina school districts eliciting, first, facts and estimates relating to the supply of and demand for teachers and, second, their opinions on the ways in which the various retirement options would affect the teacher labor market in the state. Next, questionnaires were sent to 5,402 teachers to gather information on the labor supply. Twenty-two tables show data from the questionnaires. The first questionnaire (of personnel officers), with a 51% return rate, provided information on the following: (1) vacancies, applicants, offers, and hires; (2) teacher shortage areas; and (3) expected labor supply effects of seven new retirement options. The teachers' questionnaire, with 75% return rate, yielded information on teachers' retirement plans. Included are tables showing the number and percentage of South Carolina public school teachers who plan to leave public school teaching prior to retirement, along with percentage data on their planned activities, number of years prior to retirement, and responses to various new retirement system options. Seven major conclusions were drawn from the study, suggesting that early retirement options will have a very modest effect on the labor supply, but that improved fringe benefits might make the South Carolina public school system more attractive to potential employees. (TE)

ED 305 725 EA 020 833
Hartman, William T.
Local Tax Reform in Pennsylvania.
Pub Date—Apr 88
Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Simulation, *Educational Equity (Finance), Elementary Secondary Education, *Finance Reform, Money Management, Property Taxes, School Taxes, *State School District Relationship, Tax Effort, Taxes, *Tax Rates
Identifiers—*Lotus 1 2 3, *Pennsylvania
This report reviews local tax reform and describes an approach to simulating the effects of proposed tax reform on local school districts in Pennsylvania. The microcomputer spreadsheet simulation led to the development of a model able to meet the feasibility criteria established for such a simulation model. The model was designed to input financial data from 1985 through 1987, estimate the revenues anticipated for the current year (1987-1988); and then use budgeted revenues for the following year (1988-1989), the last year under the current system. (JAM)

ED 305 726 EA 020 834
Nelson, C. Richard
Wisconsin Elementary and Secondary School Accounting System Handbook.
Wisconsin State Dept. of Public Instruction, Madison.
Report No.—WESSAS-Bull-8442
Pub Date—88
Note—318p.
Available from—Publication Sales, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707-7841 ($15.00).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors—*Educational Finance, *Elementary Secondary Education, Financial Audits, Public Schools, *Resource Allocation, *School Accounting, *School Funds
Identifiers—*Wisconsin
This handbook is the basic accounting document for Wisconsin's public school systems; it presents the means to achieve uniformity in reporting on the efficacy of the Wisconsin Elementary and Secondary School Accounting System (WESSAS). Its purpose is to provide financial information that will promote reporting, auditing, interdistrict comparison, and accounting ease for all school district programs in the state. WESSAS, as presented in this six chapter handbook, is depicted and described as program accounting through resources and expenditure dimensions subdivided into categories, such as fund, location/organization, source, function, program/project and fiscal year. The chapters include an introduction and give information on a chart of accounts, define common dimensions, provide guidelines for the classification and control of capital and non-capital objects, and conclude with alphabetical indexes of common dimensions and of balance sheet accounts. (JAM)

ED 305 727 EA 020 837
Collins, C. W.
Community Expectations and the Secondary School Years.
Australian Coll. of Education, Carlton, Victoria.
Pub Date—83
Note—13p.; In: R. Philps, Ed. and A. G. Shannon, Ed. What Do We Expect of Education? p35-44. Selected Papers from the Annual Conference of the Australian College of Education (24th, Sydney, Australia, May 15-20, 1983).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College School Cooperation, *Educational Objectives, *Educational Philosophy, Elementary Secondary Education, Foreign Countries, *School Community Relationship, *School Effectiveness, *School Role
Identifiers—*Australia
This paper reacts to public criticism by reassessing the role of Australian public school education. It recounts the philosophical traditions that have separated instruction and teaching professionals from the realities of the present economy. The paper concludes by suggesting that not only is public input into curricular reform needed, but that there is urgent need for dialogue and joint planning between school policymakers and college of education professors. (JAM)

ED 305 728 EA 020 846
Tallerico, Marilyn
Superintendent-School Board Relationships: A Continuing Challenge.
Pub Date—Mar 89
Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989). Title varies slightly at head of text.
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Board Administrator Relationship, *Board of Education Role, Elementary Secondary Education, *Governance, Interaction Process Analysis, Interpersonal Relationship, *Interprofessional Relationship, Interviews, Models, Politics of Education, *Superintendents
Although the functional relationship between school board and superintendent is a critical connection that stands at the apex of the organizational pyramid in education, little is known about that linkage, other than the tension endemic to the relationship. This study therefore examines how superintendents and school boards interact and inquires into what shapes or guides their choices of behavior. Data were collected through indepth, semistructured interviews of 6 superintendents and 26 school board members from 6 public school districts in a major metropolitan area in the southwest United States. The districts were selected to provide diver-

sity in size, type, and type of community. Interviews lasted between two and four hours, and analyses were inductive and occurred simultaneously with data collection. Analysis included coding, checking, probing, and verification of data. A discussion ensues of predominant patterns of interaction among superintendents and school board members, and of the underlying values revealed through their actions. These include (1) views of democratic governance; (2) role-conception; and (3) personal values. Two conceptual models are then described to shed further light on the data: the "agenda-building paradigm" and "negotiation and exchange" theory. These findings lead to the conclusion that local educational governance is a healthy social process of politically negotiated agenda-building, with multiple opportunities for board members to share in decision-making. References are listed. (TE)

ED 305 729 EA 020 847
Crampton, Faith E.
Adequacy and Stability in Oregon School Finance.
Pub Date—Mar 89
Note—39p.; Paper presented at the Annual Meeting of the American Education Finance Association (San Antonio, TX, March 9-12, 1989).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Educational Finance, Educational Needs, Educational Objectives, Educational Planning, *Educational Policy, Elementary Secondary Education, Expenditures, Financial Policy, *Financial Support, *State Aid, *State Legislation, *State Standards
Identifiers—*Oregon
This paper examines the concepts of adequacy and stability as found in educational finance and Oregon reform efforts and legislation, with particular attention to analysis of the adequacy and stability of funding for safety net districts. The first part examines definitions of adequacy and stability from the perspectives of (1) educational finance researchers in recent literature, and (2) Oregon policymakers, as manifested in school finance reform reports and legislation. The second part synthesizes the various perspectives on adequacy and stability and proposes a hierarchy of educational goals and appropriate funding mechanisms for consideration by policymakers. An extensive bibliography is included, and a summary of the report of the Governor's Commission on School Funding Reform is appended, along with the 1989-91 targeted taxpayer equity program. (TE)

ED 305 730 EA 020 848
Evans, Ronald W.
Problems of Democracy: A Case Study in Curricular Change.
Pub Date—8 Apr 87
Note—37p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Stratton Mountain, VT, April 8, 1987).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Controversial Issues (Course Content), Elementary Secondary Education, Ideology, Political Influences, Political Socialization, Politics of Education, *Social Problems, *Social Studies, *Textbook Bias, *Textbook Content, Values
This study is a history of the societal-problems approach in social studies education as revealed in secondary school social studies textbooks used in Problems of Democracy courses from 1895 to 1985. The central thesis is that the definition of the problems approach and the problems selected for study by educators as illustrated by the textbooks reflect their definitions of the "worthy society," their values, hopes, fears, and political beliefs, as well as the crucial issues of the day and underlying power relationships in American society. Beyond explaining the origins, development, and decline of the problems approach, the study includes a critical analysis of the "problems" selected for study, textbook space allocation, treatment of specific problems that reflect ideology, and the conception of a problem put forth by various educators. The study used quantitative methods to examine 135 textbooks in order to determine the average number of text pages devoted to 60 "problems" falling into 7 major problem areas during each time period: skills, citizenship, personal, international, social, economic, and political. The central finding of the study is that treatment of societal problems was determined primarily by the internal norms of educators; their values, educational philosophy, and political beliefs; and their perception of the problems of American society. (TE)

ED 305 731 EA 020 849
Thompson, John A.
The Second Wave of Educational Reform: Implications for School Leadership, Administration and Organization.
Education Commission of the States, Denver, Colo.
Report No.—ECS-WP-EG-86-1
Pub Date—Sep 86
Note—50p.
Available from—Publications Dept., Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295 ($6.00; quantity discounts).
Pub Type— Opinion Papers (120) — Reports - General (140)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Administrative Policy, Administrator Role, Change Strategies, *Decentralization, *Educational Change, Elementary Secondary Education, *Excellence in Education, Inservice Education, Leadership Training, Participative Decision Making, *School Administration, School Districts, School Organization, *Teacher Role
Identifiers—Nation Prepared (A)
This paper deals with the impact of recommendations in the Carnegie report ("A Nation Prepared: Teachers for the 21st Century") on administration in schools. The Carnegie report gives a bold new outline for improving teachers' roles in the schools by greatly strengthening their decision-making role and advocating a much more decentralized school organization. This paper presents a discourse on several critical issues that will be necessary to consider as the Carnegie report becomes a workable model. A major focus of this report is "empowering teachers" to have a greater decision-making role in schools. This paper discusses the importance of restructuring schools and attempts to analyze the changes necessary by categorizing the change at three levels of education: schools, school districts, and the state. Several administrative task areas are analyzed at each of these levels: management, fiscal, legal, and curriculum. A final section discusses issues in the training of future administrators. Appended are 18 references. (SI)

ED 305 732 EA 020 850
Belaches-Simmons, Grace
Teenage Pregnancy and Schooling: Legal Considerations.
Education Commission of the States, Denver, Colo.
Report No.—ECS-WP-LEC-85-1
Pub Date—Jan 85
Note—14p.
Available from—Publications Dept., Education Commission of the States, Denver, CO 80295 ($3.00; quantity discounts).
Pub Type— Legal/Legislative/Regulatory Materials (090) — Information Analyses (070) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adolescents, Early Parenthood, Educational Legislation, *Pregnancy, *Pregnant Students, School Attendance Legislation, School Policy, *Sex Discrimination, Student Rights
Identifiers—Fourteenth Amendment, Title IX Education Amendments 1972
School policy on teenage pregnancy must take into account a variety legal considerations. Up until recently, the favored way of dealing with pregnant pupils or pupils who are mothers was to exclude them from school. Several law cases involving instances of exclusion and segregation of pregnant pupils are cited. The 14th Amendment's guarantee of equal protection is described as well as four cases involving teenage pregnancy and education. Title IX to the Education Amendments is discussed with relation to unlawful discrimination. The statute prohibits sex discrimination in any program or activity receiving federal financial assistance. Several state laws are discussed: compulsory attendance (South Carolina), expulsion (Michigan), public accommodation (Colorado), and sex discrimination (Alaska). Finally, extracurricular activities and policy issues are focused upon with regard to segregating and excluding pregnant girls and mothers. (SI)

ED 305 733 EA 020 851
Verstegen, Deborah A.
School Finance at a Glance.
Education Commission of the States, Denver, Colo.; National Conference of State Legislatures, Denver, CO.
Pub Date—1 Mar 88
Note—100p.; Paper prepared for The School Finance Collaborative, a joint effort of the Educational Commission of the States and the National Conference of State Legislatures.
Available from—Distribution Center, Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295 (Stock No. SF-88-1; $8.00).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Capital Outlay (for Fixed Assets), Compensatory Education, *Educational Finance, Educational Legislation, Elementary Secondary Education, Enrollment, *Financial Support, Nontraditional Education, Public Schools, School District Size, *School District Spending, School Size, Special Education, Transportation
The information supplied in this report focuses on the school finance systems of each state. The report is divided into five sections and then subdivided by each individual state. First, the basic formula of school finance systems is briefly described. Second, the special characteristics of schools/school districts considered by school finance systems are described in terms of density/sparsity and declining enrollment or growth. Third, assistance for capital outlay and transportation is reported, and, fourth, assistance for special student populations. Fifth, state constitutional and statutory requirements related to school finance are described. Appended are (1) key education statistics; (2) state support for nonpublic schools; (3) review of pupil weights in compensatory education and special education; (4) district/school size and grade level differences; and (5) a glossary of school finance terms. (SI)

ED 305 734 EA 020 852
Armstrong, Jane And Others
Maintaining the Momentum for Educational Reform: How States Can Support Local School Improvement.
Education Commission of the States, Denver, Colo.
Report No.—ECS-SI-86-1
Pub Date—Apr 86
Note—70p.
Pub Type— Reports - Research (143) — Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Case Studies, Change Strategies, *Educational Change, *Educational Improvement, Elementary Secondary Education, *Instructional Improvement, Public Schools, State Aid, State School District Relationship, Teacher Education
The central purpose of this study was to identify effective state strategies for school improvement and the conditions that facilitate these strategies within states and districts. Researchers conducted case studies in 10 states that currently have a state-sponsored school improvement plan: Arkansas, California, Colorado, Connecticut, Georgia, Maryland, Missouri, Ohio, Pennsylvania, and South Carolina. Two types of programs were studied: instructional improvement with an emphasis on a training component (five states), and schoolwide improvement (five states). Analysis of the case studies suggested that the introduction and implementation of school improvement programs have four main stages: initiation, initial implementation, complete implementation, and institutionalization. The state and local conditions facilitating the implementation of school improvement programs are described. The state educational agency actions that support school improvement are also discussed. Appended are: (1) descriptions of school improvement programs in 10 states and state contacts; (2) state school improvement programs checklist; (3) glossary of terms; and (4) information sources. (SI)

ED 305 735 EA 020 853
Long Range Plan for Information Systems from the State Board of Education.
Texas Education Agency, Austin.
Report No.—TEA-PS9-770-01
Pub Date—Jan 89
Note—184p.
Available from—Publications Distribution Office, Texas Education Agency, 1701 North Congress Avenue, Austin, TX 78701 ($5.00).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Administrative Organization,

Boards of Education, Change Strategies, Computers, *Database Design, Elementary Secondary Education, *Information Systems, *Long Range Planning, *Organizational Communication, Public Schools, School Organization
Identifiers—Texas
The Information Systems Long Range Plan specifically addresses Goal four of the Texas State Board of Education's (SBOE's) "Long-Range Plan for Public School Education" dealing with efficient management and organization of the educational system. To facilitate this goal, the SBOE in 1986 approved and directed the Texas Education Agency to implement a Public Education Information Management System (PEIMS). The primary focus of the PEIMS is the development of a strategic information system capable of facilitating the information and decision support requirements of the SBOE, the agency, and local education agencies. This publication describes the PEIMS in eight detailed sections: (1) an extensive executive summary providing identification of the implemented strategies; (2) the planning assumptions and constraints; (3) the present status of the PEIMS system; (4) longe range plan strategy statement; (5) organizational and economic impact; (6) future policy implications; (7) high priority projects; and (8) automated resources utilization and economic options. Appended are 10 attachments describing computer requirements, capital requirements, support systems, disaster recovery systems, computer services, cost allocations, and a personnel skills inventory. (SI)

ED 305 736 EA 020 855
Phillips, Patrick R.
Shared Decisionmaking in an Age of Reform.
Pub Date—Mar 89
Note—6p.
Journal Cit—Updating School Board Policies; v20 n3 p1-4 Mar 1989
Pub Type— Opinion Papers (120) — Journal Articles (080)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Board of Education Policy, Board of Education Role, *Collegiality, Educational Objectives, Elementary Secondary Education, Governance, *Participative Decision Making, Politics of Education, Professional Recognition, *School Based Management, *Teacher Participation, Teacher Responsibility
The current debate on educational reform includes many proposals to increase teacher participation in decision-making in order to make school policy and management more responsive to local needs. This paper argues that policy goals for teacher involvement should be geared to helping schooi staff, both teachers and administrators, meet the needs of all students. To achieve an appropriate balance between the authority of the school board and teacher autonomy, school policy should clearly define the decision-making process at both the district and building levels. Since teachers must also reconcile a desire for greater professional respect with their unions' resistance to professional standards, a board policy on staff involvement in decision-making should encourage teachers to develop a collective sense of professional responsibility. It also should grant principals the authority they need to define and achieve learning objectives. A clear commitment to student learning should guide any changes in school policy and organization, so participative decision-making policies should function within a clear policy framework defined by the school board. A series of subsidiary discussions are included in sidebars, including (1) a "shared governance" plan in a Pennsylvania school; (2) school based management; (3) "empowerment" and policy implications; (4) relating policy reforms to children's needs and to budget allocations; and (5) anticipated problems and benefits and suggestions for initiating reform. (TE)

ED 305 737 EA 020 856
Goodson, Ivor
Curriculum as Structured Inequality.
Pub Date—Apr 88
Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Curriculum, *Educational History, *Educational Philosophy, Elementary Secondary Education, Epistemology, Equal Education, *Foundations of Education, Hidden Curriculum, Humanistic Education, *Ideology, Industrialization, Marxian Analysis, Puritans, Social Control, Social Values, Socioeconomic Influences
This paper addresses the social context of curriculum construction and development to show the relationship between school curricula and patterns of social organization control. The first section traces the history of the concept of curriculum based on sequence, prescription, and differentiation and links this concept to the prevailing ideology of Calvinism and the social requirements of the industrial revolution and the rise of capitalism. By the 20th century, the batch production rhetoric of the "classroom system" (lessons, subjects, timetables, grading, standardization, and streaming) had become so pervasive that it successfully achieved a normative status, creating standards against which all subsequent educational innovations came to be judged. This dominant epistemology was based on the trilogy of pedagogy, curriculum, and evaluation, creating a hierarchy of status and resources for academic subjects, academic examinations, and able students, with university knowledge and university scholars at the apex. The second section is a critique of this dominant epistemology and institutionalized system of state schooling, comparing it with antecedents and suggesting egalitarian alternatives based on the centrality of dialogue and flexibility in the learning process. (TE)

ED 305 738 EA 020 857
Holland, Patricia E.
Implicit Assumptions about the Supervisory Conference: A Review and Analysis of Literature.
Pub Date—Apr 88
Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrator Responsibility, Administrator Role, *Conferences, Elementary Secondary Education, Feedback, *Practicum Supervision, *Teacher Administrator Relationship, *Teacher Evaluation, *Teacher Supervision
This study reviews the literature on the supervisory conference over the past 30 years in order to examine the underlying assumptions about conferences and how they have been incorporated and interpreted by those who have written about supervisory conferences. The review is organized according to the three major components of the conference: the perceived purpose, the relationship between the teacher and the supervisor in the conference situation, and the way in which information and data about the teacher's performance are used during the conference. The permutations within each of these components reveal significant differences in the ways in which the conference is conceived and conducted. Examining these differences allows the variations in underlying assumptions about conferences to surface. Extensive references are supplied. (TE)

ED 305 739 EA 020 859
Ellis, Nancy H.
Job Redesign: Can It Influence Teacher Motivation?
Pub Date—Apr 88
Note—22p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Rockport, ME, April 27-29, 1988).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, Incentives, *Job Satisfaction, Self Actualization, Surveys, Teacher Characteristics, *Teacher Motivation, *Teacher Persistence, Teacher Supervision, *Teaching (Occupation), Teaching Conditions
Identifiers—Connecticut (Fairfield County), Job Diagnostic Survey
In order to attract people to the teaching profession and to motivate the more capable teachers to remain in the profession, a career structure is needed that will promote excellence, reward commitment, and encourage growth. This study explores the relationships between characteristics of teaching as an occupation and the internal work motivation of teachers. Using a Job Diagnostic Survey based on Hackman's (1979) Job Characteristics Model, the study sought data from a random sample of 425 classroom teachers in Fairfield County, Connecticut, to see if these teachers perceived the presence of the core job dimensions of significance, autonomy, and feedback and to ascertain how teachers viewed the motivating potential of their jobs. Also examined were the overall job satisfaction of teachers, their satisfaction with the quality of supervision, their satisfaction with the degree of challenge in their jobs, their internal work motivation, and the strength of their perceived need for individual growth. Findings, discussed at length, were based on responses from 207 teachers and showed that these classroom teachers saw their profession as intrinsically motivating, fulfilling, and satisfying and as a career to which they could make a life-long commitment. Teacher motivation can be supported by restructuring the job of teaching to allow for a greater degree of challenge and a greater outlet for the need to achieve, to advance, and to become self-actualized. References are included. (TE)

ED 305 740 EA 020 860
Ellis, Nancy H. Bernhardt, Regis
An Andragogical Model of Supervision.
Pub Date—88
Note—23p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Miami Beach, FL, February 24-26, 1988).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Learning, *Andragogy, Elementary Secondary Education, Incentives, Job Satisfaction, Models, Self Actualization, Surveys, Teacher Characteristics, *Teacher Motivation, Teacher Persistence, *Teacher Supervision, *Teaching (Occupation), Teaching Conditions
Identifiers—*Administrator Behavior, Connecticut (Fairfield County), Job Diagnostic Survey
To meet the growth and achievement needs of teachers and to build career commitments among teachers, school administrators need to understand what influences the internal work motivation of classroom teachers and to adjust their supervisory styles to meet those needs. Accordingly, after an extensive review of the literature on adult learning, this study examines the degree to which a random sample of classroom teachers in Fairfield County, Connecticut, perceived their supervisors' behavior to conform to an andragogical (adult learning) model of educational supervision and tests the degree to which supervisors' behavior was related to teacher motivation. Data were collected with the Job Diagnostic Survey (JDS), which measures five core job dimensions (skill variety, task identity, task significance, autonomy, and feedback) and three psychological states (meaningfulness, responsibility, and knowledge of results). Results were computed to yield a Motivating Potential Score, based on scores for the core job dimensions, and an andragogical quotient, based on the categories of autonomy, feedback from supervision, and job satisfaction. Findings, based on the responses of 207 out of 425 teachers, indicate a definite relationship between andragogical supervision and the job satisfaction and internal work motivation of teachers. References are included. (TE)

ED 305 741 EA 020 863
Thomas, E. Barrington, Ed.
Coping with Stress in Education. Proceedings of a Conference Held by the Geelong Regional Group of the Australian College of Education (Geelong, Victoria, Australia, October 5, 1985).
Australian Coll. of Education, Carlton. Geelong Regional Group.
Pub Date—Nov 86
Note—63p.; This booklet was published in association with the "Professional Reading Guide for Educational Administrators."
Pub Type— Collected Works - Proceedings (021) — Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Adolescents, Annotated Bibliographies, *Coping, Elementary Secondary Education, Foreign Countries, *Principals, *Stress Management, Stress Variables, *Students, Teacher Burnout, *Teachers
Identifiers—*Australia
The Geelong Regional Group of the Australian College of Education focused on the problem of teacher and student stress at its annual conference in 1985. Three persons with special knowledge of the topic were invited to present papers on the theme "Coping with Stress in Education." A panel discussion was an important part of the proceedings. This publication includes the three papers commis-

sioned for the conference: (1) "Stress and the Teacher" (Sue Hosking); (2) "Stress and the School Principal" (Quentin Willis); and (3) "Stress and the Adolescent: The School's Response" (Marty van Laar). A brief account of the reactions of the panel members to the papers follows. An annotated bibliography of recent reports and periodical literature on teacher stress in Australia includes 26 references. (SI)

ED 305 742 EA 020 864
Goodlad, John I., Ed.
The Ecology of School Renewal. Eighty-Sixth Yearbook of the National Society for the Study of Education, Part I.
National Society for the Study of Education, Chicago, Ill.
Pub Date—87
Note—241p.
Available from—Book Order Dept., University of Chicago Press, 11030 S. Langley Avenue, Chicago, IL 60628 ($23.00).
Pub Type— Books (010) — Collected Works - General (020) — Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Change Strategies, *Educational Change, Educational Environment, *Educational Improvement, Elementary Secondary Education, Government School Relationship, Research Utilization, School Community Relationship, *School Effectiveness, State School District Relationship
Identifiers—*National Society for the Study of Education
This book comprises part I of the eighty-sixth annual yearbook of the National Society for the Study of Education. Focusing on the theme of the ecology of school renewal, this volume consists of 12 articles by different authors. The first five articles focus on school improvement: "Structure, Process, and an Agenda" by John I. Goodlad; "Authority and Responsibility in Public Schooling" by Donna H. Kerr; "Evaluation in the Ecology of Schooling: The Process of School Renewal" by Kenneth A. Sirotnik; "Understanding School Culture" by Paul Heckman; and "The Road to School Improvement: Barriers and Bridges" by Ann Lieberman and Susan Rosenholtz. The next four articles focus on federal, state, and local responsibility: "The 1980's: States Assume Educational Leadership" by Calvin M. Frazier; "The District Role in School Renewal" by Richard C. Williams and others; "Seeing Clearly: The School as a Unit of Change" by John Henshaw and others; and "The School-Community Interface: Strategies of Community Involvement" by Richard L. Andrews. The final three articles focus on maximizing the effectiveness of the educational system: "Reporting and Using Educational Research: Conviction or Persuasion" by Margaret Buchmann; "Networking for Educational Improvement" by Beatrice A. Ward and Joseph T. Pascarelli; and "Toward a Healthy Ecosystem" by John I. Goodlad. Appended are a name index, a subject index, membership information, and a list of publications of the society. (TE)

ED 305 743 EA 020 865
Tanner, Laurel N., Ed.
Critical Issues in Curriculum. Eighty-Seventh Yearbook of the National Society for the Study of Education, Part I.
National Society for the Study of Education, Chicago, Ill.
Pub Date—88
Note—296p.
Available from—Book Order Dept., University of Chicago Press, 11030 S. Langley Avenue, Chicago, IL 60628 ($26.00).
Pub Type— Books (010) — Collected Works - General (020) — Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Access to Education, Administrator Role, *Curriculum Design, *Curriculum Development, *Curriculum Problems, *Educational Policy, Elementary Secondary Education, Instructional Leadership, Politics of Education, Teaching (Occupation), Testing, Textbooks
Identifiers—*National Society for the Study of Education
This book comprises part I of the eighty-seventh annual yearbook of the National Society for the Study of Education. Focusing on the theme of critical issues in curriculum, this volume consists of 12 articles by different authors. The first four articles focus on issues of professionalism: "Curriculum Issues in Historical Perspective" by Laurel N. Tanner; "Fads, Fashions, and Rituals: The Instability of Curriculum Change" by Herbert M. Kliebard; "Unapplied Curriculum Knowledge" by Henrietta Schwartz; and "Political Pressures on Supervisors" by Robert H. Anderson. The next six articles focus on issues of policy: "The Influence of Testing on the Curriculum" by George F. Madaus; "The Textbook Controversies" by Daniel Tanner; "Are We Improving or Undermining Teaching?" by Karen K. Zumwalt; "Who Decides? The Basic Policy Issue" by Richard W. Clark; "Issues of Access to Knowledge: Grouping and Tracking" by A. Harry Passow"; and "Issues of Access to Knowledge: Dropping Out of School" by Murry R. Nelson. The final two articles concern issues of leadership; "Leadership for Curriculum Improvement: The School Administrator's Role" by Gary A. Griffin, and (2) "Progress in Dealing with Curriculum Problems" by Ralph W. Tyler. Appended are a name index, a subject index, membership information, and a list of publications of the society. (TE)

ED 305 744 EA 020 866
Holmes, Mark Wynne, Edward A.
Making the School an Effective Community: Belief, Practice and Theory in School Administration. Education Policy Perspectives.
Ontario Inst. for Studies in Education, Toronto.
Report No.—ISBN-1-85000-487-0
Pub Date—89
Note—300p.
Available from—Falmer Press, Taylor and Francis, Inc., 242 Cherry Street, Philadelphia, PA 19106-1906 ($20.00).
Pub Type— Books (010) — Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors—*Administrative Organization, Administrative Policy, Administrative Principles, Administrator Characteristics, *Administrator Effectiveness, *Administrator Responsibility, Administrator Role, Elementary Secondary Education, Foreign Countries, *Instructional Leadership, *School Administration, *Teacher Administrator Relationship
In 10 chapters, this book gives administrators and teachers a better understanding of how schools operate for the purpose of providing them with conceptual tools to improve performance. Chapter 1 relates what schools do and ought to do. Chapter 2 discusses the influence, power, authority, and role of the school principal. Chapter 3 analyzes administration in terms of managing space and time. Chapter 4 examines the relationship of school staff with administrators. Chapter 5 looks at the working relationship of administrators with students within the social and political constraints of the school environment. Chapter 6 discusses school program structure, development, and implementation. Chapter 7 reviews student and program evaluation. Chapter 8 offers a framework for the development of school climate. Chapter 9 talks about school improvement from the perspective of effective schools research. Finally, chapter 10 discusses the professional administrator's leadership role. References are included. (JAM)

ED 305 745 EA 020 867
Clinton, Bill
Speaking of Leadership.
Education Commission of the States, Denver, Colo.
Pub Date—Jul 87
Note—22p.
Available from—Distribution Center, Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295-0301 (order no. LE-87-1, $5.00; quantity discounts).
Pub Type— Opinion Papers (120) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Change Strategies, *Educational Change, Educational Development, *Educational Improvement, Educational Quality, Elementary Secondary Education, *Excellence in Education, *Leadership Responsibility, *Politics of Education, Public Schools, School Policy
Identifiers—Arkansas, *Clinton (Bill)
In this report on leadership in the public schools, Arkansas Governor Bill Clinton demonstrates how to make schools better places for learning and to encourage more of it. A brief biography of Clinton is presented in the beginning. The report represents a new generation of thinking on school leadership in that it emphasizes the leadership responsibilities of all actors in the learning process. It reports a new willingness on the part of some leaders to share leadership responsibilities in a way that does not diminish, but in fact enhances, their ability to lead schools to their full potential. The paper proposes broad political empowerments to change the direction of American schools at the expense of bureaucratic maintenance and intellectual conformity. The body of the report is found in three sections: (1) What do school leaders do? (2) What should state policy be? and (3) What should the other players do? (SI)

ED 305 746 EA 020 868
Worona, Jay Fletcher, Cynthia Plumb
Defamation & Stigma Claims against Public Employers.
New York State School Boards Association, Albany.
Pub Date—Apr 89
Note—39p.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Court Litigation, Elementary Secondary Education, Legal Problems, *Legal Responsibility, *School Law, *Teacher Rights, *Torts
Identifiers—*Defamation, *Stigma
This article, written by two lawyers, defines defamation, discusses the basic law of defamation and stigma, and focuses on recent case law on this topic. The cases are only a sample of the numerous cases that school districts across the nation face on the issues of defamation and stigma. The following topics are included in the legal review: the requirement of falsity, opinion as a defense to an action in defamation, publication communicated to a third party, teachers as public officials, defense as privilege, what constitutes a stigmatizing charge, deprivation of a liberty interest, employee pleading the falsity of charges, the necessity of publication, and due process. (JAM)

ED 305 747 EA 020 870
Riddle, Wayne Stedman, James B.
Public School Choice: Recent Developments and Analysis of Issues. CRS Report for Congress No. 89-219 EPW.
Library of Congress, Washington, D.C. Congressional Research Service.
Pub Date—5 Apr 89
Note—57p.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Educational Change, Educational Improvement, Elementary Secondary Education, Federal Programs, *Parent Participation, Parent Role, Parent School Relationship, *Public Schools, School Activities, *School Choice, *Student Participation
Policymakers are considering ways of providing more opportunities for students and their parents to exercise choice in public education. This report provides background information on current public school choice programs and proposals, and an analysis of selected issues related to this topic. The first part of the paper presents background information describing selected examples of current public school choice programs, reviewing the calls for greater choice in public schools that have appeared in recent education reform reports and that have been made by the Bush Administration, and delineating how current Federal programs support choice. The next part presents an analysis of issues related to providing greater choice opportunities in public schools discussed under the following headings: (1) effects of choice programs; (2) implementation issues; and (3) the context of school choice. The final part offers a brief synthesis of the findings and considers possible alternatives to the choice programs currently under debate. (SI)

ED 305 748 EA 020 878
Robinson, Glen E. Craver, James M.
Assessing and Grading Student Achievement. ERS Report.
Educational Research Service, Arlington, Va.
Pub Date—89
Note—198p.
Available from—Publication Sales, Educational Research Service, 2000 Clarendon Boulevard, Arlington, VA 22201 (Stock No. 219-21776; $20.00 prepaid).
Pub Type— Reports - Research (143) — Information Analyses (070)
Document Not Available from EDRS.

Descriptors—Academic Ability, *Academic Achievement, Academic Records, Board of Education Policy, Elementary Secondary Education, *Grading, National Surveys, Public Schools, School Districts, School Surveys, *Student Evaluation

The primary purpose of this report is to describe the practices and procedures used by school districts to assess and grade student achievement. In April of 1988, the Educational Research Service conducted a nationwide survey of the grading and reporting practices and procedures using a stratified random sample of public school districts. The background history and overview of the literature of assessment and grading are presented in section I. Section II presents a general analysis of the survey data in graphic form. Section III presents the data in detailed tabular form. Section IV summarizes the first three sections of the report. Section V contains examples of school board policy statements that show the scope of district policy relating to the assessment and grading of student achievement. Section VI includes reproductions of report cards showing the variety of approaches that school districts are currently using to report pupil progress. Appended are 98 references. (SI)

ED 305 749 EA 020 882

Stubbs, Margaret L.

Training Would-Be Teachers To Do Research: A Practical Account. Working Paper No. 197.

Wellesley Coll., Mass. Center for Research on Women.

Pub Date—89

Note—15p.; Portions of this paper were presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

Available from—Publications, Wellesley College Center for Research on Women, Wellesley, MA 02181 ($4.00).

Pub Type— Reports - Descriptive (141) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Education, Higher Education, *Research Skills, *Teacher Education, *Teacher Education Curriculum, Teacher Effectiveness, Teacher Improvement, *Teacher Role

Identifiers—Educators Forum, *Teacher Researchers

This report focuses on the idea that the concept of teacher-as-researcher can and should be incorporated within the traditional teacher training curriculum. The discussion provides a description of a recent application of the notion of teacher-as-researcher within the format of a course designed to help would-be elementary school teachers fulfill state certification requirements. A brief description of the way in which the Educators' Forum operates is included because the course described in an adaptation of the Educators' Forum model. Appended are three references. (SI)

ED 305 750 EA 020 887

Carlson, Robert V.

A Retrospective Examination of Evaluation Practices: A Consultant's Perspective.

Pub Date—Apr 88

Note—18p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Rockport, ME, April 27-29, 1988).

Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Assessment, Educational Research, *Evaluation Methods, *Evaluation Needs, *Evaluation Research, Higher Education

Identifiers—*Center for Evaluation and Policy Research VT, *University of Vermont

This report is based on the observations of the recent director/consultant of the Center for Evaluation and Policy Research (CEPR) at the University of Vermont concerning evaluation practices in educational research. The history of CEPR and descriptions of practices in managing the center, directing several research and evaluation projects, and teaching classes in educational evaluation comprise the bulk of this paper. The conclusion that CEPR is a viable organization is made on the foundation that society wants to know more about educational policies, programs, and procedures; to understand the advancement of theory and practice in organizing and conducting evaluation studies; and to assimilate the wealth of data generated by electronic and computer technology. (JAM)

ED 305 751 EA 020 888

Using Computers in Building Management.

Organisation for Economic Cooperation and Development, Paris (France). Programme on Educational Building.

Pub Date—Mar 89

Note—13p.

Journal Cit—PEB Exchange; n7 Mar 1989

Pub Type— Collected Works - Serials (022) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Building Operation, *Computer Oriented Programs, *Computer Software Reviews, *Computer Uses in Education, Database Management Systems, *Educational Facilities, Electronic Control, Facility Inventory, Foreign Countries, Microcomputers, Property Accounting, *School Administration, School Schedules

Identifiers—CAD CAM Programs, *France

The French-based Programme on Educational Building exists to promote cooperation between participating member countries on aspects of educational building policy and practice of common interest. The articles in this issue describe a few of the many and varied applications of information technology for greater efficiency in running schools. Brief descriptions of computer software, names of contact persons, and some graphics are provided on the following topics: (1) school administration and management in Australia; (2) a computer-based register of school premises in Sweden; (3) the Cambridge Property Utilisation System (CAMPUS) in the United Kingdom; (4) project scheduling in Australia; (5) computerized timetabling using pc-UNTIS in Austria and France; (6) a symbol library for kitchen planning in the United Kingdom; and (7) building management systems in France. Also cited is the availability of several recent publications. Notice of forthcoming international seminars on school buildings and publications available from past seminars conclude the journal. (MLF)

ED 305 752 EA 020 889

Perpich, Rudy

Proposed Governor's Remarks for National School Boards Association Council of Urban Boards of Education Luncheon, March 31, 1989.

Pub Date—31 Mar 89

Note—22p.

Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Child Welfare, Citizen Participation, *Dropout Prevention, *Educational Change, Educational Quality, Elementary Secondary Education, *Equal Education, *Excellence in Education, Outcomes of Education, Public Schools, *Public Support, State Programs

Identifiers—*Minnesota

The topics of this speech concern educational equity, excellence, dropout, and reform issues for the purpose of securing adequate public school funding. The address pleads for broader public support to increase school funding; political support for the legislative changes necessary to ensure equity and excellence; and public participation in the decision making processes at the school level to increase community involvement and concern. Particular reforms are described to show positive changes that have already occurred in Minnesota. These reforms, already funded, include successful open enrollment, advanced placement, and public school partnerships with postsecondary institutions. Other reforms are before the state legislature. Known as the governor's "children's agenda," programs include expanding the state's early childhood family education program, expanding preschool health screening, increasing child care services inside and outside the schools, and investing $80 million for the purchase of student computers and other education technology. (JAM)

ED 305 753 EA 020 890

Farquhar, Robin H.

Why Should Universities Have All the Fun?

Pub Date—30 Apr 89

Note—25p.; Speech given before the international conference, Curriculum at the Centre, (Montreal, Quebec, Canada, April 30-May 3, 1989).

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College School Cooperation, Elementary Secondary Education, Foreign Countries, Higher Education, *Institutional Role, *Outcomes of Education, *School Role

Identifiers—*Canada, *Garbage Can Theory

This speech, before a Canadian conference on curriculum, instruction, and leadership, discusses the role Canada's public schools and universities will play in making that country internationally competitive, culturally distinctive, and socially humane for the 21st century. By reviewing the environmental and organizational contexts of public schools, by arguing for local-level control, and by describing the nonrational "garbage can" organizational form that typifies Canadian universities, this address suggests college-school collaborations to resolve short- and long-term educational problems including but not limited to school funding, decentralization, curriculum, instruction, and leadership in Canadian education. The sponsors of the conference included the Canadian Teachers' Federation, Canadian Association of School Administrators, Canadian Education Association, Canadian School Trustees' Association, Canadian Association for Curriculum Studies, Council of Ministers of Education (Canada), and Association Canadienne d'Education de Langue Francaise. (JAM)

ED 305 754 EA 020 891

Lyman, Lawrence And Others

Preparing Administrators for Future Challenges: The AWE Leadership Academy.

Pub Date—1 Apr 89

Note—9p.; Paper presented at the Annual Meeting of the National School Boards Association (Anaheim, CA, April 1-4, 1989).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrators, College School Cooperation, *Cooperative Programs, *Educational Improvement, Elementary Secondary Education, *Leadership Training, *Management Development, *Professional Development, Program Descriptions, Public Schools, School Districts

Identifiers—*Kansas

Recognizing that strong educational leadership is the pivotal point in successful school improvement programs, the Kansas school districts of Arkansas City, Winfield, and El Dorado joined together during the 1988-89 school year to establish the AWE Leadership Academy. The purpose of the academy is to provide a program of continued professional growth opportunities for the administrative staffs of the three school districts. As planned, the academy will involve a 3-year cycle. Each of the first 2 years of the academy will include an intensive summer training session in August followed by monthly sessions focusing on various aspects of administration and school improvement. The academy is taught and coordinated by a faculty member from Emporia State University. In addition, nationally recognized experts in the area of school improvement are invited to address the academy. A planning committee, made up of representatives from each of the participating school districts, meets regularly to evaluate the pace, content, and direction of the academy. Administrators participating in the academy sessions can elect to receive graduate credit for work-related study. Networking between administrators in the academy has given those with similar job assignments opportunities to work together on problem solving, to share ideas they have tried in their schools, and to discuss mutual concerns. (MLF)

ED 305 755 EA 020 893

Price, John L. Russell, Charles F.

Educational Reform in Arkansas.

Pub Date—Nov 87

Note—25p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 11-13, 1987).

Pub Type— Information Analyses (070) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Change, *Educational Improvement, *Educational Quality, Educational Trends, Elementary Secondary Education, *School Districts, Standardized Tests

Identifiers—Arkansas (Fayetteville)

Focusing on educational reform in Arkansas, this paper consists of three parts. The first section refers to the effects of the reform movement on the entire state, and the second section describes the movement's effects on an individual school district (Fayetteville). Results from a survey of Fayetteville

faculty members concerning the quality of education as a result of reform efforts is included. The third part presents conclusions, recommendations, and possible implications. The effect on the state is examined by presenting data from standardized tests for grades 4, 7, and 10 in the areas of reading, mathematics, and language arts. Data on ACT (American College Testing program) and SAT (Scholastic Aptitude Test) scores and on the students withdrawing from the secondary schools within the state are also presented. The effect on the individual school district is noted by examining the test data from the state's minimum performance testing program for grades 3, 6, and 8. Appended are 17 references. (SI)

ED 305 756 EA 020 894
Phelan, William T.
A Longitudinal Investigation of School Dropouts: A Working Paper.
Pub Date—30 Apr 86
Note—13p.; Paper presented at the Annual Meeting of the New England Educational Research Association (Rockport, ME, April 30-May 2, 1986).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Dropout Prevention, *Dropout Research, *Dropouts, *Longitudinal Studies, Persistence, *School Holding Power, Secondary Education, *Withdrawal (Education)
Identifiers—*Massachusetts
This paper proposes a longitudinal study of Eastern Massachusetts secondary students from two culturally diverse locations beginning in the fall of 1986 and ending with their high school graduations in 1991 and 1992. After discussing dropout prevention strategies, the paper offers the following justification for the study: By following these students over a protracted period, this research should be a significant step in disentangling the effects of sociocultural background, the sense of belonging or not belonging to a school, and the precipitating events on students' decisions to graduate or withdraw. (JAM)

ED 305 757 EA 020 895
Hansen, Joe B.
A Case Study of the Use of Evaluative Data in Instructional Planning and Decision Making.
Pub Date—Mar 89
Note—47p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Case Studies, *Data Analysis, *Data Collection, Elementary Secondary Education, Information Dissemination, *Information Management, *Information Needs, *Information Utilization, Records Management, School Surveys
Identifiers—*Portland School District OR
The purpose of this case study was to provide the Portland Public Schools' Research and Evaluation Department with information to guide the development of improved data collection, reporting, and information delivery systems in order to target these systems to more effectively meet the decision-making needs of teachers, principals, parents and administrators. There were three types of data collection activities: interviews, survey questionnaires, and observations both within classrooms and at meetings and other events. The case study examined uses of evaluative data (such as achievement tests, student evaluations, teacher evaluations) in instructional planning and decision making in a variety of circumstances. One elementary (K-5) and one middle school (6-8) were selected to participate. Both schools had been identified as high-data-use schools by previous similar studies. Survey questionnaires were completed by both principals, 22 teachers in the middle school, and 17 teachers in the elementary schools. Survey data were analyzed using SPSS crosstabs to determine which categories of information were used for instructional decision making with various demographic variables (that is, level of education, years of experience, and so forth); which Portland Achievement Levels Testing (PALT) reports were used and for what purposes; and how test scores were used. Findings demonstrated that data use varies within and between schools and between administrators and teachers. General patterns emerged, which yielded the following conclusions: first, principals were results-oriented and teachers were (user) process-oriented; second, teachers used data for classroom assessment of individual students; and finally, staff use depended on the principal's interest in the use of the data. (JAM)

ED 305 758 EA 020 896
Pollard, Joyce S. Rood, Magdalena M.
Design and Development of an Emerging Issues Tracking System for State-Level Educational Policy- and Decisionmakers.
Southwest Educational Development Lab., Austin, Tex.
Pub Date—Mar 89
Note—51p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Board of Education Policy, *Decision Making, *Educational Assessment, *Educational Policy, *Educational Trends, Elementary Secondary Education, *Evaluation, Research Design, *Trend Analysis
Identifiers—*Southwest Educational Development Laboratory
This paper discusses the design, development, and results of a one-year pilot implementation of an emerging issues tracking system by the Southwest Educational Development Laboratory (SEDL) for state-level educational policymakers and decision makers known as SEDL-SCAN. SEDL-SCAN offers policy-makers lead time on crises by flagging emerging issues, anticipating societal developments, encouraging widespread constituent involvement, and integrating a vast array of data for political and fiscal decision making. The conclusion that SEDL-SCAN benefits school districts was based on favorable district evaluations in a five-state area. Because the tracking system furnishes a mechanism to identify and analyze issues before they reach a crisis stage and because it increases response options, it may help simplify complex problems that typify school district policy-making. (JAM)

ED 305 759 EA 020 902
Klesse, Edward J. Biernat, Nancy A.
Student Recognition Programs.
National Association of Secondary School Principals, Reston, Va.
Pub Date—Apr 89
Note—8p.
Available from—Publications, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($1.50 prepaid; quantity discounts).
Journal Cit—Practitioner; v15 n3 Apr 1989
Pub Type— Collected Works - Serials (022) — Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Academic Achievement, *Awards, Educational Environment, Program Descriptions, *Recognition (Achievement), Secondary Education, Secondary School Students, *Self Esteem, *Student Motivation
Rewarding students for their achievements enhances self-esteem and confidence. These positive feelings permeate the school, improve the general climate, and raise the level of school pride. New and traditional methods of recognizing student groups such as a welcoming assembly, a spirit banner contest, and senior privileges can make students feel special. Among other effective student recognition techniques are student-of-the-month programs, birthday announcements, and special interest programs sponsored by academic departments. Many schools have developed outstanding student recognition programs. Examples from the following schools illustrate the possibilities: (1) Dobson High School in Mesa, Arizona; (2) Fremont Senior High School in Fremont, Nebraska; (3) Yarmouth Junior-Senior High School in Yarmouth, Maine; (4) Clear Lake High School in Houston, Texas; (5) Theodore Roosevelt High School in Kent, Ohio; (6) Boyd R. Larson Middle School in Troy, Michigan; (7) Irvington Middle School in Irvington, New York; and (8) Benjamin E. Mays High School in Atlanta, Georgia. (MLF)

ED 305 760 EA 020 903
Peters, Dustin A.
How To Get the Most from Teacher Observations. Tips for Principals from NASSP.
National Association of Secondary School Principals, Reston, Va.
Pub Date—Apr 89
Note—4p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Administrator Guides, *Classroom Observation Techniques, Educational Environment, Instructional Leadership, *Principals, Secondary Education, Teacher Administrator Relationship, Teacher Evaluation, *Teacher Supervision
Classroom observation represents a vital link among the student, teacher, and principal. Teacher observation strategies include the following: (1) give every staff member the option of a preobservation conference; (2) include the assistant principals in the process; (3) spend a day observing a particular department; and (4) make the postobservation count by carefully preparing suggestions for improvement. General observation strategies include the following: follow a student around the building for an entire day; spend the first 30 to 40 minutes each morning wandering around the building; and use any meaningful situation to observe, record, reinforce, and feed back information. An ideal/reality exercise for teachers and students can help to create a dialog and focus attention on more effective teaching and learning. The model described asks staff members and students to examine the differences between the ideal teaching/learning climate and reality. (MLF)

ED 305 761 EA 020 941
Slezak, James M.
Board-Superintendent Relations and Decision Making.
Pub Date—Feb 88
Note—15p.; Paper presented at the Annual Meeting of the American Association of School Administrators (Las Vegas, NV, February 19-22, 1988).
Pub Type— Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Board of Education Role, *Communication Skills, *Decision Making, Elementary Secondary Education, *Group Discussion, *Policy Formation, Program Development, School Districts, *Superintendents
This report outlines procedures for a weekend study session between a school board and the superintendent. The purpose of the study session is to provide an opportunity to establish basic directions and decision-making roles for the board and the superintendent. The weekend study session is usually attended by the board and the superintendent's cabinet, which is representative of all the employees in the school district and ranges in size from 6 to 15 members. Five key areas are discussed during the weekend study retreat: (1) short- and long-term goals; (2) the decision chart for the board and superintendent (examples are included); (3) keeping the board informed about pertinent situations; (4) discussion of programs; and (5) efficient board meetings and agendas. (SI)

EC

ED 305 762 EC 212 561
Bradley, Valerie J. And Others
The Georgia Feasibility Study: The Development of Alternative Community Services for the Current Residents of Georgia Retardation Center and the Southwest Developmental Center at Bainbridge.
Human Services Research Inst., Cambridge, MA.
Spons Agency—Georgia State Dept. of Human Resources, Atlanta.
Pub Date—30 Sep 87
Note—333p.; Prepared in collaboration with Conroy and Feinstein Associates, University of Minnesota Center on Residential Services, and Environmental Design Group. Some charts have small print.
Available from—Human Services Research Institute, 2336 Massachusetts Ave., Cambridge, MA 02144 ($30.00).
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors—Adaptive Behavior (of Disabled), *Adult Day Care, Adults, Agency Role, *Com-

munity Programs, Community Support, Cost Estimates, *Deinstitutionalization (of Disabled), *Delivery Systems, Financial Support, *Group Homes, Mainstreaming, Program Costs, Recruitment, Rehabilitation, Residential Programs, *Severe Mental Retardation, Staff Utilization
Identifiers—Georgia
The report explores the feasibility of placing 565 severely mentally retarded residents of the Georgia Retardation Center and Southwestern Developmental Center at Bainbridge, Georgia, in alternative community living and daytime arrangements. The seven mental retardation service areas which had placed most of these residents were the focus of intensive review through site visits, systematic surveys, key-informant interviews, and review of existing records. Project objectives included analyses of service demand, community support, staff availability, system management, service capacity, and start-up costs. Part One outlines the study methodology, describes the target population and target facilities, assesses components of the community and state system, reviews characteristics of service personnel, and raises issues central to institutional phase-down. Part Two contains strategy recommendations for personnel recruitment and retention, describes services required to meet the needs of the target population and the costs of those services, suggests sources of funding, proposes a transition strategy, and lays out an implementation schedule. Appendices include references, sample surveys, sample standards for South Carolina facilities serving persons with developmental disabilities, tables showing projected service requirements and costs, and architectural designs and estimated costs for community living facilities. (JW)

ED 305 763 EC 212 562
Bradley, Valerie J. And Others
Plan for the Development and Improvement of Residential Services for Persons with Developmental Disabilities.
Human Services Research Inst., Cambridge, MA.
Spons Agency—New Mexico Developmental Disabilities Planning Council.
Pub Date—28 May 86
Note—250p.; Some charts have small print. For related document, see EC 212 563.
Available from—Human Services Research Institute, 2336 Massachusetts Ave., Cambridge, MA 02140 ($24.00).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Accountability, Agency Cooperation, Community Services, *Delivery Systems, *Developmental Disabilities, Financial Support, Needs Assessment, *Planning, *Program Design, *Residential Programs
Identifiers—*New Mexico
The report describes a 1.5-year project to create a comprehensive plan for the development of residential services for persons with developmental disabilities in New Mexico. Findings represent input from advocates, family members, state officials, community representatives, legislators, and local service administrators. Part One of the report describes the context and guiding concepts for the plan, touching on issues of service system design, implementation, and overall goals. An overview of the target population is also presented. Information collected on the incidence and prevalence of developmental disabilities in the state is reviewed, service demands projected, and the current service system described in comparison to other states. Part Two of the report presents the phased objectives that comprise the recommendations for system development and expansion over the next five years. Objectives cover all aspects of implementation, including planning, needs assessment, quality assurance and monitoring, system organization, resource development, management and information, finance, and interagency cooperation. The report includes references, 41 figures, and five appendices (sample survey forms and interview guide, descriptions of levels of functioning and of client services, and information on the Inventory for Client and Agency Planning. (JW)

ED 305 764 EC 212 563
Ashbaugh, John W.
Assessment of the Incidence and Prevalence of Developmental Disabilities in New Mexico and Associated Needs for Residential Services.
Human Services Research Inst., Cambridge, MA.
Spons Agency—New Mexico Developmental Disabilities Planning Council.
Pub Date—31 May 86
Note—120p.; Print is small in some charts. Appendix A has small broken print. For related document, see EC 212 562.
Available from—Human Services Research Institute, 2336 Massachusetts Ave., Cambridge, MA 02140 ($14.00).
Pub Type— Reports - Evaluative (142) — Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Adult Day Care, Adults, *Delivery Systems, *Developmental Disabilities, Human Services, *Incidence, Institutionalized Persons, *Needs Assessment, Residential Care, *Residential Programs
The document reports results of a needs assessment of the incidence and prevalence of developmental disabilities in New Mexico, in conjunction with estimates of the probable demand for residential services. An introductory section outlines the scope of the study and distinguishes among three types of demand for services: potential demand, expressed demand, and unexpressed demand. Estimates of the potential demand, up to 1995, for residential and related support services for individuals with developmental disabilities are presented in Section II. Section III analyzes the expressed demand for residential and related support services as of March 31, 1985. A conceptual diagram summarizes the breakdown of demand for residential and related day services. Seventeen tables, a bibliography, and five appendices are included. The methodology used to estimate size of the developmentally disabled population in New Mexico is described in Appendix A, while Appendix B outlines the procedure used to estimate the number of developmentally disabled adults receiving Supplementary Security Income payments and Social Security Disability Insurance benefits. (JW)

ED 305 765 EC 212 564
Wells, Alice And Others
Home Care for Children with Chronic Illnesses and Severe Disabilities: A Bibliography and Resource Guide.
Human Services Research Inst., Cambridge, MA.
Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
Pub Date—15 Nov 87
Grant—G0086C3523
Note—109p.; Sections 2, 3 and 4 are printed on colored paper.
Available from—Human Services Research Institute, 2336 Massachusetts Ave., Cambridge, MA 02140 ($10.00).
Pub Type— Reference Materials - Bibliographies (131) — Guides - General (050)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Annotated Bibliographies, Children, *Chronic Illness, *Delivery Systems, *Family Environment, Family Financial Resources, Family Programs, Financial Support, Individual Needs, Insurance, *Normalization (Handicapped), Public Policy, *Severe Disabilities
The bibliography and resource guide summarizes relevant research and information on home care for children with disabilities and chronic illnesses, including those with such diagnoses as spina bifida, cerebral palsy, severe mental retardation, acquired immune deficiency syndrome (AIDS), hemophilia, sickle cell anemia, autism, or failure-to-thrive syndrome. Section I provides a narrative overview of three main themes addressed in the resources listed: (1) the values involved in making home care available; (2) the needs of children and their families; (3) financing issues related to home care. Section II offers a list of published resources, arranged by subtopic areas such as siblings, prevention, financing, federal policy, employer initiatives, case management, conceptual framework, research and evaluation, and policy development. After identifying a specific subtopic and the corresponding list of resources, the reader locates relevant bibliographic summaries in Section III, an alphabetical list of citations with annotations. Four appendices list journals and newsletters focusing on the care of children with chronic illnesses, published directories identifying services nationwide, names and addresses of relevant organizations, and other published bibliographies that relate to children with special health needs. (JW)

ED 305 766 EC 212 565
Agosta, John M. Howard, Anne
Enhancing Program Capabilities: The Status of Day and Other Non-Residential Services in Massachusetts. Final Report.
Human Services Research Inst., Cambridge, MA.
Spons Agency—Massachusetts State Dept. of Mental Health, Boston.
Pub Date—1 Nov 86
Note—100p.; For related document, see EC 212 566.
Available from—Human Services Research Institute, 2336 Massachusetts Ave., Cambridge, MA 02140 ($11.00).
Pub Type— Reports - Descriptive (141) — Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Administrative Principles, Adults, Agency Role, Community Involvement, Data Analysis, Data Interpretation, *Day Programs, *Delivery Systems, *Family Programs, Interviews, *Mental Retardation, Program Development, *Program Evaluation, Public Policy, Staff Utilization, Vocational Rehabilitation
Identifiers—*Massachusetts
The report describes activities and findings of an 18-month project which surveyed day and other non-residential services provided to persons with mental retardation in the Commonwealth of Massachusetts. An introductory section describes project purposes, followed by a description of project methods (sampling plan, questionnaire development, conduct of interviews, and data processing and analysis). Results of the quantitative analyses are presented, categorized according to interview responses given by service consumers, family members, agency board and parent group members, administrative staff, and community area mental retardation coordinators. Results are then interpreted, focusing on the areas of service planning and delivery, community involvement, and administrative support. Thirteen policy and practice recommendations are presented in three major areas: availability of services, overall system flexibility, and direct care program staff. Recommendations include developing integrated vocational models, using existing resources for transportation and recreation services, identifying systemic barriers to program innovation, and improving the salaries of direct care staff. (JW)

ED 305 767 EC 212 566
Agosta, John M. And Others
The Needs of Families: Results of a Statewide Survey in Massachusetts.
Human Services Research Inst., Cambridge, MA.
Spons Agency—Massachusetts Association for Retarded Citizens, Newton.; Massachusetts State Dept. of Mental Health, Boston.
Pub Date—Aug 86
Note—38p.; For related document, see EC 212 565. Some figures contain small print.
Available from—Human Services Research Institute, 2336 Massachusetts Ave., Cambridge, MA 02140 ($6.00).
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Costs, *Delivery Systems, *Developmental Disabilities, Family Characteristics, *Family Environment, Family Programs, *Human Services, *Needs Assessment, Public Policy, Social Support Groups
Identifiers—*Massachusetts
The report presents findings from a survey of 243 caregiving families in Massachusetts which explored family needs and characteristics, as well as those of their developmentally disabled family members. Survey questions focused on family information, characteristics of the disabled family member, information on family needs, care-related costs incurred by families, information on external supports, and family placement preferences (in-home or out-of-home). Selected findings include the following: (1) the most frequently noted disabling condition, other than multiple disabilities, was Downs syndrome, followed by mental retardation; (2) families have multiple needs spanning several domains, including information, assistance in providing direct care, specialized services for the disabled family member, and networking; (3) families receive relatively few services to support their efforts; and (4) the greater the family's need for support, the more often they consider an out-of-home placement, although 66 percent of families noted no plans to seek such placement. Policy recommendations include the desirability of providing families with multiple service options and with timely and long-term support. Family support policy should be sensitive to a growing need for residential alternatives, especially

as the person with disabilities reaches adulthood. The survey form is appended. (JW)

ED 305 768 EC 212 567
Bradley, Valerie J. And Others
Evaluating Psychosocial Rehabilitation Programs: What Next?
Human Services Research Inst., Cambridge, MA.
Spons Agency—National Inst. of Mental Health (DHHS), Rockville, Md.
Pub Date—16 Jun 87
Note—153p.
Available from—Human Services Research Institute, 2336 Massachusetts Ave., Cambridge, MA 02140 ($18.00).
Pub Type— Information Analyses (070) — Guides - General (050) — Tests/Questionnaires (160)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Agency Role, *Chronic Illness, Client Characteristics (Human Services), Cost Effectiveness, Evaluation Criteria, *Evaluation Methods, *Mental Disorders, *Mental Health Programs, Participant Satisfaction, Productivity, Program Effectiveness, *Program Evaluation, Psychological Services, *Rehabilitation Programs
Identifiers—Psychosocial Adaptation
The monograph advances a conceptual framework for the evaluation of mental health services provided to chronically mentally ill persons by psychosocial rehabilitation programs. Evaluation mechanisms consistent with the philosophy and programmatic aims of psychosocial rehabilitation programs are identified. An introductory section provides a brief history of the psychosocial rehabilitation movement, proposes a conceptual framework, and highlights existing evaluation publications which may be of use to program administrators. The next five sections describe components of a comprehensive evaluation strategy, focusing on the following dimensions of psychosocial rehabilitation programs: (1) input (agency mission, client characteristics and needs, staff competencies, financial condition); (2) process (program practices, program connectedness, match to need); (3) output (productivity evaluation, staff productivity); (4) outcome (client satisfaction, family satisfaction, client outcomes); (5) output/outcome (cost effectiveness, cost/benefit analysis). Within each section, relevant literature is reviewed, specific techniques described, methodological concerns aired, and resource constraints noted. The final section discusses the implications of evaluation, including the uses of information to improve services, the role of "inside" versus "outside" evaluation, and the potential future directions that evaluation is likely to take. A bibliography and appendix containing a client evaluation survey conclude the document. (JW)

ED 305 769 EC 212 568
Agosta, John M., Ed. And Others
A Path to Peace of Mind: Providing Exemplary Services to Navajo Children with Developmental Disabilities and Their Families. Technical Report.
Human Services Research Inst., Cambridge, MA.; Navajo Tribe, Window Rock, Ariz.; Save the Children Federation, Inc.
Pub Date—87
Note—86p.
Available from—Human Services Research Institute, 2336 Massachusetts Ave., Cambridge, MA 02140 ($12.00).
Pub Type— Reports - Research (143) — Opinion Papers (120)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Advocacy, Agency Role, *American Indians, *Delivery Systems, *Developmental Disabilities, Early Childhood Education, Evaluation Criteria, *Family Programs, Federal Legislation, Incidence, Intervention, *Needs Assessment, *Public Policy, Young Children
Identifiers—Education of the Handicapped Act Amendments 1986, *Navajo (Nation)
Findings are presented from a project which aimed to estimate the prevalence of developmental disabilities among Navajo children, aged 0-5 years, living in the Navajo Nation; determine what services they and their families require; and recommend policy and practice to assure that needed services are received. Section I provides a description of the project's background and purpose. Section II analyzes and compares prevalence rates based on diagnostic and functional criteria. A prevalence rate ranging from less than 1 percent to about 2.3 percent (100-644 children) is estimated. Services required by children with developmental disabilities and their families are outlined in Section III, and the present status of services, based on an agency survey, is reported. Policy and practice recommendations focus on four areas: underlying values, guiding policy, direct services, and administrative supports. Among recommendations are the desirability of delivering services in the most appropriate setting, coordinating existing resources, promoting community awareness, strengthening the family support system, developing an improved client information system, and developing a Navajo protection and advocacy system. References are included. Appendices describe provisions of the Early Childhood Education Act (Public Law 99-457) and legislation pertaining to the Navajo Trust Fund. (JW)

ED 305 770 EC 212 569
Ashbaugh, John W. Agosta, John M.
The Incidence and Prevalence of Developmental Disabilities in Iowa. Final Report.
Human Services Research Inst., Cambridge, MA.
Spons Agency—Iowa Developmental Disabilities Council, Des Moines.
Pub Date—15 Jun 86
Note—109p.; Appendix B and some tables contain small/marginally legible print.
Available from—Human Services Research Institute, 2336 Massachusetts Ave., Cambridge, MA 02140 ($15.00).
Pub Type— Reports - Evaluative (142) — Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Adults, Children, Data Analysis, *Delivery Systems, *Developmental Disabilities, Eligibility, Human Services, *Incidence, *Needs Assessment, Rehabilitation Programs
Identifiers—*Iowa
The study reports on the incidence and prevalence of developmental disabilities in Iowa, in conjunction with estimates of the needs of individuals with developmental disabilities and their demand for services. An introductory section outlines the organization of the report and distinguishes among three types of demand for services: potential demand, expressed demand, and unexpressed demand. In the second section, estimates of the prevalence of developmental disabilities in 1985, 1990, and 1995 are presented by age groups (0-17, 18-64, and over 65) and by county. Detailed analyses of the strengths and limitations of data sources, along with an assessment of the reliability and concurrent validity of the estimates, are also presented, and further discussion identifies the estimation bases employed and elaborates on assumptions underlying the projections for 1990 and 1995. The report includes 17 tables and figures and a bibliography. It is recommended that an eligibility determination system be designed and implemented which can provide data to estimate the hidden demand associated with different service alternatives. (JW)

ED 305 771 EC 212 570
Bradley, Valerie J., Ed. Agosta, John M., Ed.
Family Care for Persons with Developmental Disabilities: A Growing Commitment. Executive Summary.
Human Services Research Inst., Cambridge, MA.
Spons Agency—Administration on Developmental Disabilities (DHHS), Washington, D.C.; Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, D.C.
Pub Date—20 May 85
Grant—90DD0049/01; 123A-A3
Note—24p.; For the complete report, see ED 259 498.
Available from—Human Services Research Institute, 2336 Massachusetts Ave., Cambridge, MA 02140 ($19.00).
Pub Type— Reports - Research (143) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Day Care, *Delivery Systems, *Developmental Disabilities, Family Financial Resources, Family Involvement, *Family Programs, Financial Needs, Financial Support, *Placement, *Public Policy, Trend Analysis, Trusts (Financial)
This project summary focuses on the emerging social policy trend toward providing services which assist families in providing home care for their developmentally disabled family members, rather than encouraging out-of-home placement. Three project objectives encompass the issues of innovative approaches to family involvement in caring for disabled relatives, family financial planning for future care, and countering fiscal disincentives toward in-home placement. Objectives were achieved through a national survey of knowledgeable professionals, a literature review, preparation of five concept papers, and a working conference on family-based care. Among major findings were the identification of novel approaches to service design (initiation of statewide family support programs, utilization of private sector resources, utilization of tax policy, initiation of a national family allowance system), carefully worded trust arrangements as an effective means of financial planning, and an understanding of the effect of extraordinary health care costs on present placement decisions. The 13 recommendations which conclude the summary report reflect an overriding commitment to replace past biases in social policy and professional judgments that once favored out-of-home placement of developmentally disabled persons. (JW)

ED 305 772 EC 212 572
Agosta, John M. And Others
Designing Programs to Support Family Care for Persons with Developmental Disabilities: Concepts to Practice.
Human Services Research Inst., Cambridge, MA.
Spons Agency—Administration on Developmental Disabilities (DHHS), Washington, D.C.
Pub Date—15 Sep 85
Grant—90DD0049/01
Note—188p.; Portions contain small print.
Available from—Human Services Research Institute, 2336 Massachusetts Ave., Cambridge, MA 02140 ($20.00).
Pub Type— Reports - Research (143) — Opinion Papers (120)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Delivery Systems, Demonstration Programs, *Developmental Disabilities, Family Involvement, *Family Programs, Family Role, Interviews, National Surveys, *Needs Assessment, *Program Design, Program Evaluation, *Public Policy, State Surveys, Theory Practice Relationship
Identifiers—Virginia
The report presents results of a 1-year project whose purposes were to explore issues surrounding service provision to families with developmentally disabled members, to assess the status of family support programs nationwide, and to apply this information to the task of developing a family support program in Virginia. Part 1 reflects findings of the overview phase of the study, discussing trends identified in the literature, results of a 50-state survey, and highlights of six state case studies. It also includes a detailed assessment of the major decisions that must be made in the design of family support policy. Part 2 includes information relevant to the formation of family support policy in Virginia. It begins with the findings of a survey of Virginia families who have developmentally disabled family members, continues with a summary of the deliberations of a conference on family support issues in the state, and ends with a series of specific recommendations for the implementation of discrete family support demonstrations. Appendices include a bibliography, interview guide used during site visits, descriptions of six state family support programs, and a Virginia survey questionnaire on family needs.(JW)

ED 305 773 EC 212 573
Thornes, Richard H.
Psychosocial Services for Children with Special Health Care Needs and Their Families.
Pub Date—8 Sep 88
Note—15p.; Paper presented at the Surgeon General's Conference (Washington, DC., September 8, 1988).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Delivery Systems, *Disabilities, Emotional Problems, *Emotional Response, *Family Counseling, Family Relationship, *Human Services, *Psychological Needs, Psychotherapy, Sibling Relationship, Social Support Groups
A psychologist, who is the father of a child with a neuromuscular disorder, discusses psychosocial services for special needs children and their families. Parents are identified as the key to the family's mental health. Parents' feelings upon learning of their child's handicap include anger, blaming others and self, and guilt. These feelings are followed by grief, depression, and physical and emotional ex-

haustion, often aggravated by financial problems and changes in relationships with friends. The handicap impacts on siblings as well, as family attention is focused on the handicapped child, and nonhandicapped siblings are expected to assume more home responsibilities. As the handicapped child becomes aware of the handicap, feelings of loss, grief, anger, hopelessness, and despair may occur. A team of professionals trained in mental health skills is proposed to meet these psychosocial needs. The team should consist of a coordinator, social worker, physical therapist, nurse, religious leader, and medical staff. The team's initial role in helping the family would be crisis management; its role would change over the years as family situations changed. Other roles might include psychotherapy, educational planning, and information provision. Support groups are also an important component of providing psychosocial services. (JDD)

ED 305 774 EC 212 574
Wartenberg, Carol A.
Differentiating Levels of Neurological Impairment in Children with Developmental Dyslexia.
Pub Date—Aug 88
Note—8p.; Paper presented at the Annual Convention of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Dyslexia, *Educational Diagnosis, *Evaluation Methods, *Handicap Identification, Intermediate Grades, Junior High Schools, Reading Skills, *Screening Tests, Student Evaluation, *Test Validity
Identifiers—Boder Test of Reading Spelling Patterns, Quick Neurological Screening Test
This study was designed to identify differences in the neurological functioning of three groups of children with developmental dyslexia and to assess whether any of the groups were characterized by a particular pattern of neurological soft signs. Subjects were 88 children, aged 11-14, who were identified as developmentally dyslexic. The children were administered the Boder Test of Reading-Spelling Patterns (BTRSP) and the Quick Neurological Screening Test (QNST). The children were then cross-classified into three subtypes of reading-spelling patterns (dysphonetic, dyseidetic, and mixed) and three levels of neurological functioning (normal, suspicious, and highly suspicious) according to the criteria established by the BTRSP and the QNST. Scores on the BTRSP were not associated with those on the QNST. No significant differences were found among the three groups on either individual subtest patterns or overall neurological functioning. The results do not appear to indicate that reading disability subtypes can be differentiated by the QNST. (Author/JDD)

ED 305 775 EC 212 575
Harrison, Patti L. And Others
K-ABC Mental Processing Profiles for Gifted Referrals.
Pub Date—Nov 88
Note—7p.; Paper presented at Annual Meeting of Mid-South Educational Research Association (Louisville, KY, November 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Ability Identification, *Cognitive Processes, *Educational Diagnosis, Elementary Education, *Gifted, *Profiles, Referral, *Screening Tests, Student Placement
Identifiers—Ipsative Measurement, *Kaufman Assessment Battery for Children, Sequential Processing, Simultaneous Processing
This study sought to extend previous research by investigating performance of intellectually gifted children on the Mental Processing Composite of the Kaufman Assessment Battery for Children (K-ABC). A sample of 54 children (aged 6-12) referred for possible gifted placement were administered the Sequential and Simultaneous scales. Average scores on the Sequential and Simultaneous scales were analyzed, and ipsative comparisons were examined. There were no significant differences between mean scores from the Sequential and Simultaneous scales. Ipsative comparisons indicated that the majority, 57 percent, exhibited no statistically significant differences between Sequential and Simultaneous scores. Thirty-one percent of the sample had a significant Sequential strength, compared to only 11 percent who had a Simultaneous strength. Spatial Memory was the most difficult subtest for the sample; Number Recall and Matrix Analogies stood out as the subtests on which subjects performed the best. Results of the investigation did not strongly support a characteristic profile on the K-ABC for children referred for gifted programs. (JDD)

ED 305 776 EC 212 576
DeVaul, Sue Davis, John U.
Whole Family: Whole Child. Broken Family.
Pub Date—30 Sep 88
Note—5p.; Paper presented at the Conference of the West Virginia Association for Gifted and Talented (Parkersburg, WV, September 30, 1988).
Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Divorce, Elementary Secondary Education, *Family Environment, *Family Influence, Family Problems, *Gifted, One Parent Family, *Student Problems, Student Reaction, Teacher Responsibility, *Teacher Role
A literature review on the family environments of gifted students found that gifted children are more likely to be living in intact families than in divorced families. Children of single parents were more likely to be low-achieving, tardy, absent, truant, discipline problems, suspended, expelled, and dropouts than students in two-parent families. Although the numbers of gifted children living in divorced families or going through a divorce are low, their need for support is very real. The teacher has a responsibility to recognize behavior changes in gifted students who are experiencing the divorce of their parents. Teachers should also be aware that gifted children's understanding of divorce and their response to it are different from that of other children. (JDD)

ED 305 777 EC 212 577
Bruininks, Robert H. McGrew, Kevin
Exploring the Structure of Adaptive Behavior: Project Report Number 87-1.
Minnesota Univ., Minneapolis. Affiliated Program on Developmental Disabilities.
Spons Agency—Department of Education, Washington, DC.
Pub Date—Dec 87
Grant—G008430084
Note—121p.
Available from—Minnesota University Affiliated Program on Developmental Disabilities, University of Minnesota, 6 Pattee Hall, 150 Pillsbury Dr., S.E., Minneapolis, MN 55455 ($10.00).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Academic Ability, *Adaptive Behavior (of Disabled), Adults, Age Differences, Behavior Problems, *Behavior Rating Scales, *Educational Diagnosis, Elementary Secondary Education, Factor Analysis, Intellectual Development, Interpersonal Competence, *Mental Retardation, Preschool Education, Severe Disabilities, *Student Evaluation, *Test Theory
Identifiers—*Adaptive Behavior Scales, Scales of Independent Behavior, Severity (of Handicap)
This report presents results from three research studies that were designed to explore both the definition and the structure of the adaptive behavior construct. The first study investigated the structure of adaptive behavior as a function of age, developmental level, and type of handicap through an exploratory factor analysis of both the individual items and the subscales of the "Scales of Independent Behavior." Samples for the study consisted of 1,958 nonretarded individuals from preschool-age to adults, and 288 retarded individuals, aged 76 months to adults. The second study sought to extend a prior review of adaptive behavior factor analytic research through analysis of nine new studies and re-examination of seven sources. The third study explored the relationship between adaptive behavior, maladaptive behavior, and intellectual/academic ability through the application of multivariate statistical methodology with subjects from the first study and 556 additional children in grades 1-8. Results of the three studies showed that adaptive behavior, maladaptive behavior, and intellectual/academic ability represent related but different constructs. Current psychoeducational assessment practices provide good coverage of conceptual intelligence, practical intelligence, and social/emotional adaptation, but are weak in the coverage of social intelligence. (JDD)

ED 305 778 EC 212 578
McAnally, Patricia L. Linz, Mary Hubbard
Minnesota Case Management Study: Project Report Number 88-2.
Minnesota Univ., Minneapolis. Affiliated Program on Developmental Disabilities.
Spons Agency—Minnesota Governor's Planning Council on Developmental Disabilities, St. Paul.
Pub Date—88
Contract—MN-SPA-16076
Note—333p.; For Summery, see ED 302 989.
Available from—Minnesota University Affiliated Program on Developmental Disabilities, University of Minnesota, 6 Pattee Hall, 150 Pillsbury Dr., S.E., Minneapolis, MN 55455 ($15.00).
Pub Type— Reports - Descriptive (141) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors—*Administration, Agency Cooperation, *Agency Role, *Delivery Systems, *Developmental Disabilities, Organizational Effectiveness, Personnel Management, Program Effectiveness, Program Evaluation, *Social Services, State Surveys
Identifiers—*Case Management, *Minnesota, Service Delivery Assessment
This survey collected extensive data from 770 county case managers, case manager supervisors, consumers, and service providers in Minnesota in order to provide a comprehensive description of case management practices serving individuals with developmental disabilities. The survey report describes current case management practices, identifies barriers to and gaps in services, and examines perceptions of the effectiveness of case management services. Following a review of the literature on case management, the survey methodology is presented. Analysis of survey results is organized by categories of the target groups: directors of county welfare and human service agencies, case management supervisors, case managers, consumers, service providers, school personnel, rehabilitation counselors, advocates, and public health nurses. An overall summary of results discusses: education and background of human services personnel; staffing patterns; case load; case management functions; case management time allocation; cooperative work among agencies; evaluation; barriers to delivery of effective services; gaps and duplication in services; perceptions of case management effectiveness in schools, public health, and county agencies; factors and strategies that contribute to effective case management; and recommendations. Samples of the nine case management survey forms sent to the targeted groups are included in an appendix. (JDD)

ED 305 779 EC 212 579
Anderson, D. J. And Others
A National Study of Residential and Support Services for Elderly Persons with Mental Retardation. Project Report No. 22.
Minnesota Univ., Minneapolis. Dept. of Educational Psychology.
Spons Agency—Administration on Aging (DHHS), Washington, D.C.; Administration on Developmental Disabilities (DHHS), Washington, D.C.
Pub Date—May 87
Grant—90DJ0075
Note—211p.
Available from—Center for Residential and Community Services, Minnesota University Affiliated Program on Developmental Disabilities, University of Minnesota, 6 Pattee Hall, 150 Pillsbury Dr., S.E., Minneapolis, MN 55455 ($15.00).
Pub Type— Reports - Descriptive (141) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—*Caregivers, Child Caregivers, Day Programs, *Delivery Systems, Demography, Group Homes, Health Needs, *Human Services, Individual Characteristics, Leisure Time, *Mental Retardation, National Surveys, Nursing Homes, *Older Adults, Personal Care Homes, Place of Residence, Residential Care, *Residential Institutions, Residential Patterns, Social Life, State Programs
Detailed information is provided about the characteristics, needs, and service arrangements of 370 elderly persons with mental retardation living in 235 residential facilities operated or licensed by state developmental disabilities agencies. Representative national samples of foster care homes, small group homes, large private facilities, and large state-operated residential facilities that serve mentally retarded residents aged 63 and older were selected. Directors of day programs attended by sample members were also interviewed. State policies and practices were gathered through surveys of

developmental disabilities and aging agencies and other data analysis. Survey results focus on the following topics: (1) careproviders (characteristics, experience, training, and involvement with other careproviders); (2) residential facilities (type of operation, location, size, history, staffing, licensure, reimbursement); (3) resident characteristics, including demographics, sex differences, legal status, level of mental retardation, additional diagnoses, independent living skills, adaptive equipment, communication skills, community living skills, and problem behavior; (4) health needs and related services, covering health-related limitations, medical care required, medications, hospitalizations, etc.; (5) social, leisure, and community activities; (6) day programs (extent of participation, hours of participation, external versus internal day programs); (7) surveys of state agencies; and (8) analysis of data from the National Nursing Home Survey of 1977. (JDD)

ED 305 780 EC 212 580
Hill, Bradley K. And Others
Foster Care for Children and Adults with Handicaps: Child Welfare and Adult Social Services. Project Report Number 23.
Minnesota Univ., Minneapolis. Affiliated Program on Developmental Disabilities.
Spons Agency—Administration on Developmental Disabilities (DHHS), Washington, D.C.
Pub Date—Oct 87
Grant—90DD0051/2
Note—92p.; Funded by Office of the Assistant Secretary for Planning and Education.
Available from—Center for Residential and Community Service, Minnesota University Affiliated Program on Developmental Disabilities, University of Minnesota, 6 Pattee Hall, 150 Pillsbury Dr., S.E., Minneapolis, MN 55455 ($10.00).
Pub Type— Reports - Descriptive (141) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Adult Foster Care, Adults, Children, *Disabilities, *Foster Care, National Surveys, Place of Residence, *Program Administration, *Residential Patterns, State Programs, Statistical Data
This report summarizes state-by-state data on the number of children and adults in foster homes administered by child welfare or social service agencies. As of December 1985, there were approximately 261,000 children in out-of-home foster care, including 54,000 handicapped children, of whom 14,000 were mentally retarded. Telephone interviews and questionnaire surveys were used to gather the data from various state agencies and selected county social service agencies. In the area of children's foster care, findings are presented on the number of children in foster care, foster children with handicaps, longitudinal trends in foster care, state-by-state changes in foster care placements, statewide management information systems for children, and foster care program operation. On the topic of adult foster care, data are presented on the number of adults in foster care and the management of adult foster care programs. The report also describes specialized foster care and offers an assessment of the differential availability of foster care statistics at the state and county levels. Recommendations are offered to improve the quality of foster care data available. An appendix contains tables detailing, for each state, the number of children in foster care by type of placement and by type of disability (mental retardation; emotional disturbances; specific learning disability; hearing, visual, or speech impairments; and physical or health handicaps). (JDD)

ED 305 781 EC 212 581
White, Carolyn C., Comp. And Others
Persons with Mental Retardation in State-Operated Residential Facilities: Year Ending June 30, 1986 with Longitudinal Trends from 1950 to 1986. Project Report Number 24.
Minnesota Univ., Minneapolis. Affiliated Program on Developmental Disabilities.
Spons Agency—Administration on Developmental Disabilities (DHHS), Washington, D.C.
Pub Date—Oct 87
Grant—07DD0282/02
Note—81p.
Available from—Center for Residential and Community Services, Minnesota University Affiliated Program on Developmental Disabilities, University of Minnesota, 6 Pattee Hall, 150 Pillsbury Dr., S.E., Minneapolis, MN 55455 ($5.00).
Pub Type— Reports - Descriptive (141) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Age, Clinical Diagnosis, Costs, *Demography, Longitudinal Studies, *Mental Retardation, Relocation, *Residential Institutions, Residential Patterns, *State Programs, Trend Analysis
This report provides statistics on persons with mental retardation in state-operated residential facilities in the United States. Part I presents population data for fiscal year 1986. The statistics represent aggregated data compiled by each state. Data include number of facilities, average daily population, first admissions, readmissions, releases, deaths, and average cost of care. Part II presents statistics on the characteristics and movement of residents in large and small state-operated residential facilities on June 30, 1985. Part II statistics were gathered through facility surveys of all state-operated residential facilities for persons with mental retardation. Data cover age of residents, diagnostic classification of residents, age distribution by state, level of retardation by state, previous place of residence, and previous placement of readmissions. Part III updates statistics on longitudinal trends in the use of state-operated residential facilities from 1950-1986. Statistics are provided for average daily population, movement patterns, and annual per capita costs. (JDD)

ED 305 782 EC 212 582
Roth, Helga, Ed.
Proceedings of the European Conference on Research in Rehabilitation (Second, Duesseldorf, West Germany, November 18-19, 1985).
Rehabilitation International, New York, N.Y.
Pub Date—87
Note—333p.
Journal Cit—International Journal of Rehabilitation Research; v10 n4 Suppl 5 1987
Pub Type— Collected Works - Proceedings (021)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors—*Adjustment (to Environment), *Assistive Devices (for Disabled), Behavior Modification, Daily Living Skills, *Disabilities, Employment Potential, Intervention, *Physical Mobility, Prostheses, *Rehabilitation, Research Methodology, Social Environment, Special Education
Identifiers—Cerebrovascular Disorders, *Independent Living, Pain
These conference proceedings deal with an interdisciplinary approach to reducing handicapping conditions and ensuring integration of and equal participation by people with disabilities in all aspects of community life. Papers from plenary sessions cover such topics as psychological and social aspects of rehabilitation, research methodology in special education, the role of randomized trials, medicolegal assessment of residual disability and employment handicap, trends in the adjustment of disabled people to the marketplace, etc. In addition, papers from working groups cover the following areas: "Critical Evaluation of Functional Improvements in Respect of Mobility, Manual Dexterity, Activities of Daily Living," "Use of Prostheses, Orthoses, and Technical Aids," "Stroke," "Evaluation of Teaching Methods, Programmes and Material in Special Education," "Behavior Modification and Therapy," "Methods of Changing the Social Environment on Purpose," "Pain Syndromes," and "Free Papers" on concentration deficit intervention, return to work after coronary artery bypass surgery, rehabilitation after hip replacement, perceptual evaluation in occupational therapy, mobility training following brain trauma, prediction of the range of hand positions available to a patient with movement restrictions at the joints of the upper limb, and others. (JDD)

ED 305 783 EC 212 583
Stetson, Carol
Modifying Inappropriate Behavior of Emotionally Disturbed Students Ages 6 to 10 by Using Self-Monitoring and Group Monitoring Techniques.
Pub Date—25 Jul 88
Note—49p.; Ed. D. Practicum I Report, Nova University.
Pub Type— Dissertations/Theses - Practicum Papers (043)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Behavior Modification, Behavior Problems, *Classroom Techniques, *Contingency Management, Elementary Education, *Emotional Disturbances, Group Behavior, Intervention, Outcomes of Treatment, Student Behavior, *Time on Task, *Token Economy
Identifiers—*Self Monitoring
This practicum was designed to reduce the frequency of disruption occurring in a class of emotionally disturbed students, aged 6-10. Objectives were to have the students remain on task and attentive to teacher instruction during 80 percent of a morning classroom session and to reduce the need for crisis intervention outside the classroom. Three specific strategies were implemented to enhance the token economy already in place: (1) classroom rules were displayed in the room, reviewed by the teacher, and rehearsed by the students daily; (2) each student kept an individual behavior chart to self-record appropriate behavior with weekly rewards; and (3) a group contingent free time method was initiated in the period of most frequent disruption, with the group being allowed to select a free-time activity if target behavior levels were achieved. Following implementation of the intervention strategies, disruptive behaviors were reduced to zero, with 100 percent on-task behavior. The need for crisis counseling was reduced from five times to two times the first week of intervention and became extinct during remaining intervention weeks and post-intervention. (JDD)

ED 305 784 EC 212 584
Hill Top Spectrum, Volume 4, Nos. 1-4, September 1986-June 1987.
Hill Top Preparatory School, Rosemont, PA.
Pub Date—Jun 87
Note—31p.
Journal Cit—Hill Top Spectrum; v4 n1-4 Sep-Jun 1986-87
Pub Type— Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Ability Identification, Auditory Perception, Auditory Tests, Clinical Diagnosis, *Computer Assisted Instruction, Computer Graphics, Developmental Tasks, Elementary Secondary Education, *Gifted Disabled, *Handicap Identification, *Learning Disabilities, Mathematics Instruction, Personal Narratives, Program Development, *Second Language Instruction, *Teaching Methods, Transitional Programs
The four issues contain articles on the diagnosis and treatment of learning disabilities (LDs). Article titles and authors include: "Learning Disability Specialist Looks at Foreign Language Instruction" (Elissa Fisher); "Physician Questions Reliability of Central Auditory Processing Tests in Diagnosing LD" (Daniel Schwartz); "Educator Urges Schools to Identify, Plan for Gifted/Learning Disabled" (Paul Daniels); "How One School District Programs for its Gifted/LD Population" (Ceil Frey); "Current Graduate Student Recounts Experiences as 'Special Student'" (Gary Dyer); "Educator Describes Transition Issues for Learning Disabled Adolescents" (Sally Smith); "Timetable for Developmental Tasks Varies for LD, Non-Disabled Youths" (Moss Jackson); "Federal Policy and Funding Shifts Impact Transition Program Planning" (Gilbert Schiffman); "Computers and the Learning Disabled" (Dianne Tobin and Linda McConville); "Graphical Capacity of Computers Assists in Teaching Mathematics" (John Busby); and "Educator Discusses Difficulties, Suggests Remediation Techniques in Using Computers with Disabled" (Nancy Bley). (JDD)

ED 305 785 EC 212 585
Zabel, Mary Kay, Ed.
Teaching Behaviorally Disordered Youth. Volume 4.
Council for Children with Behavioral Disorders.
Pub Date—88
Note—48p.
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Autism, *Behavior Disorders, Behavior Problems, Classroom Techniques, Elementary Secondary Education, Integrated Activities, *Interpersonal Competence, *Language Experience Approach, Mainstreaming, Parent Education, *Parent Participation, Program Development, Reading Instruction, Social Development, Student Behavior, *Teaching Methods, *Time Perspective, Writing Instruction
Identifiers—Mutism
This volume contains an advice column and five papers on teaching behaviorally disordered youth.

The "Grand Rounds" column offers advice on two teaching situations involving extremely disruptive classroom behavior and elective mutism. "The Franklin-Jefferson Program: Demonstration of an Integrated Social Learning Approach to Educational Services for Behaviorally Disordered Students" (Patrick Schloss et al.) discusses components of a social learning program, including planning and contingency management tools, an aggression management system, relaxation and social skills training, fading procedures, and parent involvement. "Factors Affecting Program Attendance by Parents of Exceptional Secondary Students" (Kent Hamilton and Mark Koorland) identifies differences between attending and nonattending parents on discussing problems, transportation difficulties, school paperwork requirements, and parent meeting content. "Time Estimation Abilities of Emotionally Disturbed Elementary Children" (Vernon Francis) describes results of a study which indicated that emotionally disturbed children had more difficulty estimating time lengths of various events than other students. "Mainstreaming the Student with Autism: Strategies to Promote Integration" (Jan Handleman et al.) outlines programs implemented at the Douglass Developmental Disabilities Center in New Brunswick, New Jersey. "A Whole Language Approach: Teaching Reading and Writing to Behaviorally Disordered Children" (Carole Cutler and Ellen Stone) looks at the use of whole language techniques in two elementary classrooms. (JDD)

ED 305 786 EC 212 586
Kelley-Laine, Kathleen
Disabled Youth: The Right to Adult Status.
Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Report No.—ISBN-92-64-13132-9
Pub Date—88
Note—65p.
Available from—OECD Publications and Information Centre, 2001 L St., N.W., Suite 700, Washington, DC 20036-4095 ($12.50).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adolescent Development, *Adult Development, *Developmental Stages, Labeling (of Persons), *Mental Retardation, *Normalization (Handicapped), *Personal Autonomy, Psychological Needs, *Self Actualization, Self Concept, Self Esteem
Identifiers—*Independent Living
The concept of "adult status" for young people with disabilities is explored in terms of its social, psychological, legal, and policy implications. The report argues that traditionally institutionalized rehabilitation techniques, whether in education, vocational training, or sheltered employment, have tended not to encourage autonomy and independence and have tended to maintain disabled young people in a state of childhood. Reviewed are the stages of development in becoming an adult, such as socialization and peer groups, separation from parents, deinstitutionalization, and sexual relationships and marriage; the significance of work as the major proof of adult status; and adult status before the law. The negative consequences of labeling for the self-esteem and identity of disabled persons are explored, along with methods for meeting special needs without the burden of negative labels. Three examples are described where the development of adult status is a central concern: (1) a specialized team of social workers, vocational training teachers, and a psychiatrist in Genova, Italy, work to train mentally disabled individuals for competitive employment; (2) individual counseling of an adolescent with Down Syndrome, helps her attain adult living and independence; and (3) mentally retarded young people are informed about the nature of their disability. (JDD)

ED 305 787 EC 212 587
Treffinger, Donald J.
Programming for Giftedness: Reexamining the Paradigm.
Pub Date—13 Aug 88
Note—10p.; Paper presented at the Annual Convention of the American Psychological Association (96th, Atlanta, GA, August 13, 1988).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Ability Identification, *Delivery Systems, Educational Change, *Educational Practices, *Educational Principles, Educational Research, Elementary Secondary Education, *Gifted, Models, *Special Education, Special Programs
The central premise underlying gifted education is that gifted students can and should be distinguished or differentiated from the larger, non-gifted population, and once identified, should receive specialized services. This paradigm is strongly rooted in the psychometric tradition and draws upon the "medical model" by defining characteristics or "symptoms" of giftedness and developing quantitative indices to precisely identify those students with that "condition." The current paradigm is inadequate in three areas: (1) dimensions of ability are not fixed and predetermined in any person over time and circumstances, and cannot be predicted comprehensively by traditional intelligence tests; (2) identification practices are arbitrary and contrived; and (3) a single, fixed program is provided for gifted students, relying on a resource room model and thus not offering opportunities for all students to learn and apply powerful learning and thinking tools. The traditional paradigm needs to give way to a broader, dynamic, growth-oriented view of the nature of giftedness. Identification should become more flexible, inclusive, and instruction-oriented. Schools should consider a broad range of instructional responses, designed to challenge all students to a greater degree. Implications of the new paradigm for research are outlined. (JDD)

ED 305 788 EC 212 588
Wetherby, Catherine, Ed.
Early Intervention for Children Birth Through 2 Years.
Interstate Research Associates, Inc., Washington, D.C.; National Information Center for Handicapped Children and Youth, Washington, DC.
Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.
Pub Date—88
Grant—G0087C3051
Note—14p.
Journal Cit—NICHCY News Digest; n10 1988
Pub Type— Collected Works - Serials (022) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Child Development, *Child Rearing, Developmental Stages, *Disabilities, Identification, *Infants, Intervention, *Parent Participation, Parent Role, Preschool Education, Stimulation, *Toddlers
Identifiers—*Early Intervention
Information is provided for parents of handicapped children, aged 0-2 years, on the uniqueness of each infant's learning processes and the valuable role that parents and others can play in helping their infants with special needs to make the most of their abilities. The digest examines parents' concerns during the infant's hospital stay and early days at home, emphasizing the stresses on not only the parents but other family members. It notes the availability of early intervention programs, and describes methods of identifying infants who need early intervention services. Principles of infant development are discussed, along with the sequence of development of motor skills, language or communication, cognition, and socialization. Throughout, the digest stresses the uniqueness of each child's skills and personality and the parents' roles in stimulating their infant's development. The digest concludes with a bibliography and list of organizations that can provide information and assistance. (JDD)

ED 305 789 EC 212 589
Chaver, Lissa Power And Others
Virginia's Approach to Services for Transitioning Youth and Young Adults with Disabilities. Project VAST. Project Implementation Handbook.
Virginia State Dept. of Education, Richmond.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Pub Date—23 May 88
Grant—G008630447
Note—176p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Agency Cooperation, Cooperative Planning, Daily Living Skills, *Delivery Systems, *Disabilities, High Schools, Management Information Systems, Models, Program Implementation, State Programs, Statewide Planning, *Transitional Programs, *Vocational Education
Identifiers—*Case Management, Independent Living, *Virginia
The goal of Project VAST (Virginia's Approach to Services for Transitioning) is to develop, implement, and evaluate a model at both state and local levels which ensures that students with disabilities who move through Virginia's public school programs and into the community will receive transitional services focusing on career preparation, employment, independence, and successful life adjustment through a formal organized case management system. The Project features: interagency planning for service delivery; establishment of a State Interagency Transition Task Force to develop a transition process that integrates and develops case management processes and procedures among service providers; development of a computerized transition resource information system and a computerized tracking and follow-up system; and involvement of consumers, their parents, employers, and human service professionals. Within each selected locality, Local Interagency Transition Teams (LITT) are developed to implement and administer the project. This implementation handbook provides a rationale for a transitional service delivery system, and procedures for LITT training, participant identification and selection, transition planning, and service implementation. Appendices include descriptions of participating agencies, descriptions of Virginia's major transitional initiatives, a Project VAST training package, project implementation forms, and a glossary of terms. (JDD)

ED 305 790 EC 212 590
Miner, David And Others
Educare: Evaluation of a Transition Program for Culturally Disadvantaged and Educationally Handicapped Youth. Final Performance Report, 9/1/85 to 10/31/87.
Institutional Development and Economic Affairs Service, Inc. Nederland, CO.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Pub Date—88
Grant—G008530282
Note—138p.; For executive summary, see EC 212 591.
Available from—Institutional Development and Economic Affairs Service, Inc., Magnolia Star Route, Nederland, CO 80466 ($7.50).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Basic Skills, Bilingual Students, Computer Uses in Education, *Cultural Differences, *Daily Living Skills, Disabilities, Dropouts, *Educationally Disadvantaged, Ethnic Groups, Experiential Learning, Individual Development, Intervention, Limited English Speaking, Mentors, *Migrant Youth, Minority Groups, Outcomes of Education, Student Development, *Transitional Programs, *Vocational Education
The Transition Instructional Program was designed to provide transition services to a culturally insulated group of dropout, migrant, bilingual youth of ethnic minority origin, a significant number of whom were adjudicated, handicapped, or limited English speaking. The project utilized experiential instructional techniques to promote the subjects' integration into "mainstream" culture by enhancing educational, personal, social, and economic measures of health. The students received training in General Education Development (GED) preparation along with training in four other program components: Foxfire, Rural Employability Development for Youth, Computer Practicum, and Peer-Mentorship.) Subjects were administered outcome measures of personal health (self-esteem, emotional integration, interpersonal competence, identity, and independence), measures of social health (social integration, sharing of norms with the larger social order, and personal competence), and measures of socioeconomic health (occupation or employment preparation and job relevant skills). Compared to controls who received GED preparation only, subjects showed improvement on all measures. Appendices, which make up approximately half the report, contain descriptions of the program components, descriptions of the scales used, a sample of the survey instrument, and various tables. (Author/JDD)

ED 305 791 EC 212 591
Palmateer, Robert
Educare: Evaluation of a Transition Program for Culturally Disadvantaged and Educationally

Handicapped Youth. Executive Summary.
Institutional Development and Economic Affairs Service, Inc. Nederland, CO.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Pub Date—88
Grant—G008530282
Note—12p.; For final performance report, see EC 212 590.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Basic Skills, Bilingual Students, Computer Uses in Education, *Cultural Differences, *Daily Living Skills, Disabilities, Dropouts, *Educationally Disadvantaged, Ethnic Groups, Experiential Learning, Individual Development, Intervention, Limited English Speaking, Mentors, *Migrant Youth, Minority Groups, Outcomes of Education, Student Development, *Transitional Programs, *Vocational Education
This executive summary describes an evaluation study of a program which provided transition services to a culturally insulated group of dropout, migrant, bilingual youth of ethnic minority origin, a significant number of whom were adjudicated, handicapped, or limited English speaking. The project utilized experiential instructional techniques to promote the subjects' integration into "mainstream" culture by enhancing educational, personal, social, and economic measures of health. The students received training in General Education Development (GED) preparation along with training in four other program components: Foxfire, Rural Employability Development for Youth, Computer Practicum, and Peer-Mentorship. When transition program participants were administered measures of personal, social, economic, and educational "health," they were found to have significantly benefited from the transition model, compared with those receiving only standard GED instruction. The executive summary briefly reviews the study background, the research problem, research subjects and setting, methodology, findings, and summary conclusions. (JDD)

ED 305 792 EC 212 592
Hall, Cathy W. Marks, Henry
Assessment of Subcategories of Hyperactivity.
Pub Date—Aug 88
Note—15p.; Paper presented at the Annual Convention of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Attention Deficit Disorders, Behavior Rating Scales, Classification, Clinical Diagnosis, Elementary Education, *Hyperactivity, *Observation, *Screening Tests, Student Characteristics
Identifiers—*Gordon Diagnostic System
The study investigated possible relationships between rating scales frequently used for diagnostic purposes with children in the diagnostic category of attention deficit disorder/hyperactivity (ADD/H) and performance on the Gordon Diagnostic System (GDS). The study also examined whether subgroups of ADD/H children could be discriminated utilizing the GDS scores and if a relationship exists between self-imposed versus instrument paced structured situations and behavioral observations of activity level. Subjects were 18 children (ages 6 to 12) referred for ADD/H. Parents filled out rating scales and direct behavior assessments were conducted using the GDS. Results suggested that subgroups of ADD/H children could possibly be diagnosed by utilization of the GDS. No significant effects for self imposed structure versus instrument-paced structure were found. (DB)

ED 305 793 EC 212 593
Parent/Student Guide to Transition. Project CCTM.
Tucson Unified School District, Ariz.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Pub Date—[88]
Grant—G0087630163
Note—15p.; A product of the Special Education Department.
Pub Type— Guides - Non-Classroom (055) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Community Programs, *Community Services, Counseling, *Disabilities, *Education Work Relationship, Financial Support, Higher Education, High Schools, Information Sources, Recreation, Resource Materials, Vocational Rehabilitation, Young Adults
Identifiers—*Arizona (Tucson)
The handbook provides Tucson (Arizona) parents of students with disabilities information to aid the transition from the high school environment to the community environment. The guide provides information on the vocational, academic, financial, transportation, counseling and recreation/leisure services available in the Tucson area. After an introduction, the guide describes the two primary agencies–the Division of Vocational Rehabilitation and the Division of Developmental Disabilities. Sources of academic opportunities both at the college/university levels and through adult basic education are given next followed by job placement resources and schools providing vocational skill training. Sources of information on residential programs, financial aid, and transportation resources are listed. Organizations sponsoring free or inexpensive recreation and leisure activities are identified as are counseling and therapy services, support groups, and community day programs. (DB)

ED 305 794 EC 212 594
Hollingsworth, Patricia L.
The Research Foundations of the University of Tulsa School for Gifted Children.
Pub Date—Dec 88
Note—15p.; For related documents, see ED 291 213 and EC 212 595.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Art Appreciation, *Art Education, *Curriculum Development, *Educational Theories, Elementary Education, *Gifted, Higher Education, Preschool Education, Problem Solving, Special Schools, Visual Arts
Identifiers—*Enaction Theory, *University of Tulsa School for Gifted Children OK
The paper briefly describes the research foundations of the curriculum at the University of Tulsa (Oklahoma) School for Gifted Children with emphasis on the arts component. The school, serving children from 3 to 11 years of age, bases its curriculum in Enaction Theory originated by S. Ohlsson (1983). The theory stresses the enhancement of thinking through three steps: (1) developing a representational mental model, (2) manipulating that model, and (3) developing rules (heuristics) that lead to a strategy for problem solving. The Rainbow Day Curriculum is an entirely arts based curriculum which is conducted 1 day a week at the school. The program attempts to help students develop an appreciation of a broad spectrum of art work through critical evaluation of art work reproductions representing the three approaches to art of imitationalism, emotionalism, and formalism. Included are a bibliography of 11 items and handouts describing a taxonomy of thinking based on enaction theory, the three approaches to art, and guidelines for art criticism. (DB)

ED 305 795 EC 212 595
Hollingsworth, Patricia L., Ed.
The University School Enaction Curriculum.
Tulsa Univ., OK. School for Gifted Children.
Pub Date—88
Note—33p.; For related documents, see ED 291 213 and EC 212 594.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Art Appreciation, *Art Education, *Curriculum Development, *Educational Theories, Elementary Education, *Gifted, Higher Education, Preschool Education, Problem Solving, Special Schools, Visual Arts
Identifiers—*Enaction Theory, *University of Tulsa School for Gifted Children OK
The booklet describes the curriculum of the University of Tulsa School for Gifted Children which serves children from ages 3 to 11. The curriculum is based on Enaction Theory developed by S. Ohlsson as well as other educational models. The introduction presents program goals, summarizes Enaction Theory, notes the important role of content, stresses the University resource, identifies other curriculum strategies, and states the school's values. Following this, the curriculum for each grade level (Early Childhood, Primary I, Primary II, Primary III, Intermediate I, and Intermediate II is outlined; it includes phonics and organic reading/writing at the early levels, daily individual silent reading, language arts, math, social studies and science. The early mathematics curriculum stresses the use of manipulative aids; the science curriculum uses the spiral approach to content; and the social studies curriculum introduces major historical figures and geographical places. At the intermediate level, curriculum additions include cursive writing, spelling, decimals and simple probability, basic algebra, ongoing creative writing, the Junior Great Books Program, American History, and basic chemistry and physics. Taught throughout are the special subjects of computer skills, Spanish, music, and "rainbow day" art. A scope and sequence outline is provided and also included is the text of an article, "Enaction Theory: A Theoretical Validation of the Enrichment Triad Model" by Patricia Hollingsworth. (DB)

ED 305 796 EC 212 596
An Examination of the Impact of the Carl D. Perkins Vocational Education Act of 1984 on Our Nation's Citizens with Disabilities. Special Report.
American Vocational Association, Arlington, VA. Div. of Special Needs.; National Association of Vocational Education Special Needs Personnel.; President's Committee on Employment of People with Disabilities, Washington, DC.
Pub Date—[88]
Note—25p.; Hearing conducted at the Annual Convention of the American Vocational Association (Las Vegas, NV, December 6-10, 1987).
Pub Type— Reports - Evaluative (142) — Collected Works - Proceedings (021)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, Agency Cooperation, Compliance (Legal), *Disabilities, Educational Legislation, Employment Potential, *Federal Aid, *Federal Legislation, Government Role, Opinions, Program Effectiveness, Program Evaluation, Secondary Education, *State Programs, *Vocational Education, *Vocational Rehabilitation
Identifiers—*Carl D Perkins Vocational Education Act 1984
The report by the Employment Preparation Committee of the President's Committee on Employment of People with Disabilities examines the impact of the 1984 Carl D. Perkins Vocational Education Act in light of its consideration for renewal in 1989. A position statement by the Committee urges the adoption of seven principles concerned with (1) setting aside of 10% of vocational education funds to serve disabled youth; (2) requiring statewide aggregate, 50:50 match of setaside funds; (3) strengthening the required role of certified rehabilitation counselors; (4) permitting states to use 10% of funds for program improvement projects and activities; (5) requiring programs and services at all levels for both youth and adults; (6) strengthening provisions for interagency agreements and coordination; and (7) broadening criteria for evaluating the effectiveness of vocational education programs. The major portion of the document contains the proceedings of hearings held to identify reauthorization issues and includes a hearing summary and the following written statements: a position statement of the National Association of Special Needs Administrators; a joint position statement of the American Rehabilitation Counseling Association and the National Rehabilitation Counseling Association; a statement on dropouts and potential dropouts by the Legislative Study Committee of the Special Needs Division of the American Vocational Association; and a position statement of the National Association of Vocational Assessment in Education. (DB)

ED 305 797 EC 212 597
Johnson, Darwin And Others
Mississippi Vocational Rehabilitation Counselors Traumatic Brain Injury Survey.
Pub Date—Nov 88
Note—15p.; Paper presented at the Annual Convention of the Mid-South Educational Research Association (17th, Louisville, KY, November 8-11, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counselor Attitudes, Delivery Systems, *Injuries, Inservice Education, Knowledge Level, Needs Assessment, *Neurological Impairments, *Rehabilitation, *State Surveys
Identifiers—*Head Injuries, *Mississippi
A survey attempted to gather baseline data from 69 rehabilitation counselors in the state of Mississippi on rehabilitation concerns with clients suffer-

ing from traumatic brain injury (TBI). Among survey results were: counselors ranked the psychological domain as the most problematical with the educational domain ranked as least problematical; counselors ranked the psychological domain as the most important; counselors rated specific concerns within each of seven domains (educational, financial, independent living, physical, psychological, social, and vocational); most counselors served five or less TBI clients; counselors reported availability of rehabilitation services to TBI clients; counselors reported treatment resources utilized by TBI clients; and counselors' level of knowledge concerning TBI was not as high as it should be. It was concluded that many counselors lack knowledge of state-wide services and resources available for this population; need training in assessment, identification, and treatment; and lack specific work experience with this population. (DB)

ED 305 798 EC 212 598
Riley, Mary Tom And Others
Serving 2,500 Preschoolers Mechanically: Should We Be Serving You.
Texas Tech Univ., Lubbock. Inst. for Child and Family Studies.
Pub Date—[88]
Note—10p.
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Managed Instruction, *Disabilities, *High Risk Students, *Individualized Education Programs, Intervention, Preschool Education, Screening Tests, *Student Educational Objectives, Telecommunications
Identifiers—*Early Intervention, Project Head Start, *Telecommunications Intervention Program
The paper briefly describes TIP (Telecommunications Intervention Program), a service which delivers preliminary Individualized Education Programs (IEPs) for Head Start handicapped children based on a computerized data base of long range goals, short term objectives, and specific related learning activities. This high technology expert system was developed by experts in the areas of early childhood, psychology, speech pathology, and special education. IEPs are provided for ten handicapping conditions (blind, deaf, emotional disturbance, health impaired, hearing impaired, learning disabled, mental retardation, orthopedic impairment, speech/language deficits, and visual impairments) as well as the gifted condition. Users of the system screen the child using standard instruments and submit data concerning chronological age, suspected handicapping condition, and developmental age/s. Data may be communicated by a telephone conference, mail, or direct computer link. Users receive a printout of goals and objectives accompanied by referenced curriculum, materials, and recommended activities. The rapid return of IEPs allows a child to receive and master several plans in a year. During the second and third years of operation over 5000 IEPs were implemented and over 800 hot line calls were made for purposes of crisis intervention, short term counseling, and other information services. The program serves Head Start Programs in the states of Louisiana, Arkansas, Texas, Oklahoma, and New Mexico. (DB)

ED 305 799 EC 212 599
Newman, Slater E. And Others
Modality Effects in Braille Learning.
Pub Date—Nov 88
Note—6p.; Paper presented at the Annual Meeting of the Psychonomic Society (Chicago, IL, November 10-12, 1988). For related document, see EC 212 600 and EC 212 751-752.
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Braille, College Students, Higher Education, *Learning Processes, Learning Strategies, *Tactual Perception, *Visual Impairments, *Visual Perception
The study examined modality effects in the learning of Braille through providing a variety of either study or test trials in either the visual or haptic modalities. Subjects were 144 right handed college students. Results supported previous experiments demonstrating the visual modality superior to the combined visual-haptic or the haptic modality alone in the learning of Braille symbols. However, the visual-haptic condition was superior to the haptic-visual study-test ratio condition. Better performance occurred for those who studied visually and for those who were tested visually. Other findings were that performance was inversely related to item complexity. Results tended to support a modified modality adeptness hypothesis which related performance to frequency of presentation in the most adept modality. (DB)

ED 305 800 EC 212 600
Newman, Slater E. And Others
Some Bases for Crossmodal Facilitation in Numerosity Judgments.
Pub Date—Aug 88
Note—7p.; Paper presented at the Annual Meeting of the American Psychological Association (Atlanta, GA, August 12-16, 1988). For related document, see EC 212 599 and EC 212 751-752.
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Braille, Higher Education, *Learning Processes, Learning Strategies, *Tactual Perception, *Visual Impairments, *Visual Perception
Two experiments were conducted with 80 college students to examine factors associated with the crossmodal facilitation of learning Braille symbols when the visual modality is utilized. In Experiment 1 subjects using the haptic mode were informed of both the structure of the braille cell and the range of dot numerosity of the symbols to be employed. Haptic subjects given this information did as well as subjects who studied the symbols visually. Experiment 2 attempted to determined which of the two kinds of information was the basis for the improved learning effectiveness. This study found that both the general and specific types of information were important as was the interrelationship between the two. (DB)

ED 305 801 EC 212 751
Stone, Charlotte V. And Others
Learning Braille: Effects of Information about Structure, Symbol Arrangement, and Test Rate.
Pub Date—Apr 88
Note—6p.; Paper presented at the Annual Meeting of the Southeastern Psycholoical Association (New Orleans, LA, March 30-April 2, 1988). For related documents, see EC 212 599-600 and EC 212 752.
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Advance Organizers, Alphabets, *Blindness, *Braille, Intentional Learning, Learning Processes, *Learning Strategies, *Tactual Perception
The paper reports on a study of Braille learning in which subjects (N=96) were provided with information about the structure of the Braille alphabet and expressly instructed to use that information during learning. A previous experiment had found that merely providing subjects with information about Braille alphabet structure had no effect on learning. Results of this experiment replicated the previous findings in that subjects in both informed and uninformed groups who reported using the information about structure performed no better than those who did not report using such information. There were some effects on learning of order of item presentation and arrangement of items. (DB)

ED 305 802 EC 212 752
Newman, Slater E. And Others
Immediate Memory for Haptically-Examined Braille Symbols by Blind and Sighted Subjects.
Pub Date—Mar 88
Note—7p.; Paper presented at the Annual Meeting of the Southeastern Psycholoical Association (New Orleans, LA, March 30-April 2, 1988). For related documents, see EC 212 599-600 and EC 212 751.
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Blindness, *Braille, *Learning Processes, *Short Term Memory, *Tactual Perception
The paper reports on two experiments in Braille learning which compared blind and sighted subjects on the immediate recall of haptically-examined Braille symbols. In the first study, sighted subjects (N=64) haptically examined each of a set of Braille symbols with their preferred or nonpreferred hand and immediately recalled the symbol by drawing it or calling out the number of each dot present. Neither the effect of hand used, response type, nor their interaction were significant. In the second study each of 16 subjects (all of whom were legally blind) examined the symbols with the preferred hand and orally reported the number of each dot present. Comparison with the previous experiment found a high degree of similarity between the two groups in number correct, type of error, and relationship between item difficulty and number of dots. Findings indicate the same processes are operative in this task performance for both blind and sighted persons suggesting that research in perceptual, learning, and memory tasks with sighted subjects may be applicable to the visually impaired. (DB)

ED 305 803 EC 212 753
Holley, Cherie M.
Suggestions for Teaching 4th Grade LD Students the Concept of Longitude and Latitude in Geography.
Pub Date—May 89
Note—14p.
Pub Type— Information Analyses (070) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Techniques, Concept Formation, *Geography, Grade 4, Intermediate Grades, Learning Activities, *Learning Disabilities, Learning Processes, Lesson Plans, Mainstreaming, Sensory Integration, *Teaching Methods, Vocabulary Development
Identifiers—*Latitude, *Longitude
The paper suggests appropriate activities for teaching learning disabled fourth graders in a regular class the concepts of geographical latitude and longitude. Application of the learning principles identified in a review of the literature suggests the need to include visual, auditory, kinesthetic, and tactile activities of benefit to the entire class. The proposed learning unit provides detailed teaching instructions and is related to a commonly used Social Studies textbook. Materials used include a globe, relief maps, and cut-outs of the continents. (DB)

ED 305 804 EC 212 754
Hoernicke, Placido A. And Others
Perceptions of Ethnic and Multicultural Content in Two Major Journals Related to Exceptional Children. A Report to the Minorities Committee of the Council for Exceptional Children, Fall 1988.
Pub Date—88
Note—14p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Alaska Natives, American Indians, Asian Americans, Blacks, *Content Analysis, Cultural Pluralism, *Disabilities, Elementary Secondary Education, *Ethnic Groups, Hispanic Americans, *Minority Group Children, Pacific Americans, *Periodicals, Scholarly Journals, *Special Education, Teacher Attitudes, Teaching Methods
Identifiers—Exceptional Children (Journal), Teaching Exceptional Children (Journal)
This study examined literature coverage of issues related to ethnic and cultural minorities in two publications in the field of special education: "Exceptional Children" and "Teaching Exceptional Children." Leadership personnel within the Council for Exceptional Children (n=76) were surveyed concerning their opinions of multicultural content in the two journals. Results indicated that the 40 respondents felt the amount of minority coverage in both journals was inadequate. The respondents also perceived that the amount of coverage varied by group (Black, Hispanic, American Indian, Asian, Pacific Islander, or Alaskan Native/Native Canadian). An analysis of the content of the publications from 1985-1987 was also undertaken, which involved counting each occurrence of terms related to ethnic and multicultural concerns. Findings suggested that there were relatively few occurrences of the terms. "Teaching Exceptional Children" had very limited coverage of the topic. In "Exceptional Children," approximately 68 percent of the occurrences were related to Blacks and 24.5 percent were related to Hispanics. The remaining 7.5 percent of the occurrences were distributed among Asians (4%), American Indians (2.5%), and Pacific Islanders (1%). Terms related to Alaskan Natives/Native Canadians did not occur. (JDD)

ED 305 805 EC 212 756
Self-Determination.
Interstate Research Associates, Inc., Washington,

D.C.; National Information Center for Handicapped Children and Youth, Washington, DC.
Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.
Pub Date—88
Grant—G0087C3051
Note—13p.
Journal Cit—Transition Summary; n5 1988
Pub Type— Guides - Non-Classroom (055) — Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, *Advocacy, Civil Rights, Decision Making, *Disabilities, Family Influence, Normalization (Handicapped), *Parent Role, Personal Autonomy, Secondary Education, *Self Actualization, *Self Determination, Social Integration, *Transitional Programs, Values

This issue of "Transition Summary" contains articles about self-determination and becoming a good self-advocate, with each article reflecting the experience of someone who has grown up with a disability. "The Many Facets of Self-Determination" (Michael Ward) discusses the concept of self-determination; offers an historical perspective of the disability rights movement; and outlines the parents' role during the critical stage for self-determination, adolescence. "Who Chooses?" (Bill Mitchell) discusses the need for young people with disabilities to be involved in making decisions that affect their lives, and describes three barriers that restrict their opportunities to learn decision-making: overprotection, low expectations, and lack of stable support systems. "Self-Determination and Normalization among Adolescents: The Family as a Crucible of Values" (Rita Varela) outlines the role of the family in teaching values, the roadblocks facing disabled youth, and the strategies families can follow to overcome them. "Tim Becomes an Eagle Scout" (Bud Fredericks) describes the experience of a boy with Down syndrome who participated in an intergrated Boy Scout troop, earned the rank of Eagle Scout, and spoke about his handicap at school assemblies. Concluding the document are suggestions for parents on helping children achieve self-determination, a brief bibliography, and a list of organizations. (JDD)

ED 305 806 EC 212 757
Burrell, Lewis P.
Individualized Education Program (IEP) Planning Guide for Special Education Students Entering High School Vocational Education Programs.
Kent State Univ., Ohio.
Spons Agency—Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
Pub Date—8 Dec 88
Note—251p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—Business Education, Curriculum, *Disabilities, Educational Planning, Electrical Occupations, English Instruction, High Schools, Horticulture, *Individualized Education Programs, *Industrial Arts, *Service Occupations, Social Studies, *Student Educational Objectives, *Vocational Education
Identifiers—Ohio

This guide is designed to assist school program planners who are working with mainstreamed special education students in vocational education programs. The guide, covering grades 11 and 12, contains vocational program goals, objectives, and evaluation measures for 30 secondary vocational education programs in 15 curriculum areas, as well as for English and social studies. Vocational curriculum areas included in the guide are: agricultural mechanics, automotive body, automotive mechanics, business data accounting, carpentry, child care, communication electronics, cosmetology, electrical trades, food service, graphic arts, heating/ventilating/air conditioning, horticulture, machine trades, and welding. For each program, the goals, objectives, and evaluation methods are outlined on individualized education program forms used by the Ohio Department of Education. The objectives emphasize tool and equipment use, trade skills, and safety. (Author/JDD)

ED 305 807 EC 212 758
Hughes, M. Jeffry Segall, Alexander
Community Adjustment of Former Residents of the Manitoba Development Centre. Final Report.
Manitoba Univ., Winnipeg. Dept. of Educational Psychology.; Manitoba Univ., Winnipeg. Dept. of Sociology.
Spons Agency—Department of National Health and Welfare, Ottawa (Ontario). National Welfare Grants.
Pub Date—Aug 88
Note—130p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Adjustment (to Environment), Community Programs, Daily Living Skills, *Deinstitutionalization (of Disabled), Group Homes, Institutionalized Persons, *Mental Retardation, *Normalization (Handicapped), Performance Factors, *Predictor Variables, Quality of Life, Residential Programs, *Social Adjustment
Identifiers—Attitudes Toward Disabled, *Independent Living, Manitoba, Manitoba Development Centre, Neighbor Attitudes

This study investigated the community adjustment of individuals with mental retardation who were former residents of the Manitoba Development Centre (MDC) in Canada. The study explored the combined effects of personal factors, residential factors, and neighborhood attitudes on community adjustment, to identify the best set of predictors of community adjustment. The study focused on 91 former residents of the MDC who were released from the institution and who were living in the community at the time of the sampling, and 24 residents who were released but subsequently returned to live in the institution. Data were collected from MDC files; surveys of subjects, mental retardation workers, and 243 neighbors of community residents; and participant observation techniques with the community sample. Findings concerning the community sample include: (1) most (79%) lived in community residential facilities with paid staff, while a few lived independently or with parents; (2) virtually no community subjects participated in organized recreational activities with the non-handicapped in the community; (3) 74% were working, almost all in some kind of sheltered employment; (4) overall attitudes of the neighbors were quite positive; and (5) quality of life was quite satisfactory. Predictors determining community living or reinstitutionalization were the availability of a helper, subject's independent living skills, number of times re-admitted to the MDC, and behavior rating by the residential supervisor. (JDD)

ED 305 808 EC 212 759
Community Advisory Committee Guidelines. Second Edition.
California State Dept. of Education. Sacramento. Office of Special Education.
Pub Date—88
Note—78p.; Revised by the Special Education Community Advisory Committee Network of California. For the first edition, see ED 228 810.
Available from—Resources in Special Education, 900 J St., Sacramento, CA 95814-2703 ($10.00).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Administration, *Advisory Committees, Cooperative Planning, *Disabilities, *Educational Planning, Elementary Secondary Education, Leadership, Needs Assessment, Organizational Effectiveness, Participative Decision Making, *Planning Commissions, Problem Solving, *School Community Relationship, School Districts, Special Education
Identifiers—California

The Community Advisory Committee (CAC) is a strategy to involve the community in active participation in the development, amendment, and review of the local plan for special education. The CAC originated under the design of the California Master Plan for Special Education. The CAC brings together and supports parents and professionals, regular and special educators, representatives of different agencies, and concerned citizens, to enhance effective school-community partnership. Part One of these guidelines, titled "Community Advisory Committees: How We're Doing Today," discusses the CAC legislative mandate, key elements of a local plan for special education, suggested activities to fulfill CAC responsibilities, benefits of an effective CAC, and characteristics of an effective CAC. This section also describes steps in organizing a CAC, focusing on recruiting a core group, orientation, membership development, organizational structure, participation and leadership, agenda development, and techniques for holding meetings. Part Two, titled "Community Advisory Committees: Doing It Better Tomorrow," offers guidelines for developing action plans, outlines what CACs do best, stresses the importance of effective communication, and presents approaches to conflict resolution and creative problem-solving. (JDD)

ED 305 809 EC 212 760
Hatch, J. Amos Johnson, Lynn G.
Guiding the Social Development of Gifted and Talented Preschoolers.
Pub Date—Nov 88
Note—20p.; Paper presented at the Annual Conference of the National Association for the Education of Young Children (Anaheim, CA, November 1988).
Pub Type— Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Behavior Change, Behavior Development, *Behavior Patterns, Change Strategies, *Gifted, *Interpersonal Competence, Intervention, *Preschool Children, Preschool Education, *Social Adjustment, Social Development, *Talent, Teacher Role, Teaching Methods

This paper reports findings from a study of social adjustments in the face-to-face interactions of four highly original preschool children, and suggests a framework for guiding the social development of gifted and talented young children. Descriptions of the four students' behavior patterns demonstrate the social adjustments they employed in relations with their classmates. Behaviors presented by the four children included a reluctance to join previously established groups, leading to solitary play for long periods of time; reliance on compliance and helpfulness in ways that may limit the development of other approaches to handling interpersonal situations; preoccupation with dominating others; and excessive use of imagination as a social tool. Four teacher roles are outlined that provide opportunities to guide children's social development, including: establishing classroom contexts, modeling appropriate behaviors, coaching effective strategies, and teaching social awareness. Applications of the teacher role-set ideas are demonstrated, using the four target children as examples. (JDD)

ED 305 810 EC 212 761
Afable, Lourdes B.
Transition in a Preschool Specialized Education Program: Strategies for Parent Involvement.
Pub Date—16 Nov 88
Note—82p.; Ed.D. Practicum, Nova University.
Pub Type— Dissertations/Theses - Practicum Papers (043) — Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Anxiety, *Disabilities, Infants, *Parent Education, *Parent Participation, Parent Teacher Conferences, *Preschool Education, Program Effectiveness, *Transitional Programs, Workshops

The practicum was designed to increase parent participation in a preschool (birth to 3 years) special education program serving children with handicaps in Chicago, Illinois. The practicum was intended to provide parents with an effective and meaningful involvement in a structured program of transition services. Input from both staff and parents documented the existence of a problem in the area of parent involvement. A survey questionnaire of parents identified issues which concerned them. Two workshops were held for 36 parents on the topics of: (1) transition; (2) information sharing; (3) parent experiences in the preschool program, special education programs, and after-school programs; and (4) coping with the needs of a handicapped child. Parents also attended parent-teacher conferences. Parents rated the transition activities as highly satisfactory, but their anxiety level did not decrease. (DB)

ED 305 811 EC 212 762
Heal, Laird W. And Others
A Comparison of Successful and Unsuccessful Placements of Secondary Students with Mental Handicaps into Competitive Employment.
Pub Date—31 May 88
Note—26p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (112th, Washington, DC, May 29-June 2, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Employer Attitudes, High Schools, *Job Placement, *Mental Retardation, On the Job Training, *Student Characteristics, *Success, Supervision, Teamwork

Identifiers—*Competitive Employment (Disabled)
Twenty-three matched pairs of high-school students with mental retardation who obtained gainful employment were compared. One member of each pair remained successfully placed for at least 6 months, and the other did not. By selecting pairs from model programs under the transition-from-secondary-education initiative of the U.S. Office of Special Education and Rehabilitative Services, a broad national sample from high-school placement programs was obtained. Case study questionnaires were completed by students' placement counselors, trainers, or supervisors. Results indicated that students succeed in a variety of positions and communities across the nation. The most important elements contributing to this success are student motivation, placement team effort, employer support, and on-the-job supervision. (Author/DB)

ED 305 812 EC 212 763
Littlejohns, Gord And Others
What Worries Individuals with Mental Handicaps: A Pilot Study.
Vocational and Rehabilitation Research Inst., Calgary (Alberta).
Pub Date—Nov 88
Note—14p.
Available from—Vocational and Rehabilitation Research Institute, 3304-33rd St., N.W., Calgary, Alberta T2L 2A6 (free).
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adults, *Anxiety, *Mental Retardation, *Psychological Patterns, *Quality of Life
A pilot study on daily occurrences and events which cause worry, or pose a problem, difficulty, or bother to a sample of 18 adults diagnosed as mentally handicapped was carried out at the Vocational and Rehabilitation Research Institute, a demonstration and research facility for adults diagnosed as mentally handicapped. A questionnaire was designed and structured interviews were conducted. The frequency of reported worries was determined with respect to 36 previously identified stressful events or situations. The most frequently reported worries, difficulties, bothers, or problems occurred in areas dealing with "safety and personal well-being," "environmental stimuli," "job-related areas," and "personal, social and familial relationships." (Author/DB)

ED 305 813 EC 212 764
Carlson, Jerry S.
Dynamic Assessment in Relation to Learning Characteristics and Teaching Strategies for Children with Specific Learning Disability. Final Report.
California Univ., Riverside.
Spons Agency—Department of Education, Washington, DC.
Pub Date—Apr 83
Grant—G008100426
Note—101p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Achievement, *Cognitive Ability, Cognitive Style, *Evaluation Methods, Intermediate Grades, *Learning Disabilities, *Student Evaluation, Test Bias
Identifiers—*Dynamic Assessment
The final report describes a project investigating the utility of dynamic assessment in measuring the cognitive functioning and learning characteristics of children with specific learning disabilities. Subjects were 229 fourth and fifth grade children with 75 of these diagnosed as children with specific learning disabilities. Measures of cognitive ability and personality included: Raven's Coloured Progressive Matrices, Cattell's Culture Fair Test, Matching Familiar Figures Test, Harter's Perceived Competency Scale for Children, and Trail Making and Visual Search Tasks. For several of these measures, test administration included both a dynamic and a static version. The California Test of Basic Skills was used as a measure of school achievement. Results indicated: (1) subjects generally performed at a higher level of competence when a dynamic testing procedure was used; and (2) there were marked differences between students with learning disabilities and nonhandicapped children in their error rates, planning ability, and their perceived cognitive competence. Dynamic assessment is likely to be most useful for students with learning disabilities as it reveals a number of processing deficits that can be addressed in the classroom. (DB)

ED 305 814 EC 212 765
Gorny, Bethanie
The Development and Implementation of a Training Program through Slides To Facilitate Parent Involvement in the IEP.
Pub Date—23 Nov 88
Note—96p.; Ed.D. Practicum, Nova University.
Pub Type— Dissertations/Theses - Practicum Papers (043) — Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Child Advocacy, *Disabilities, Educational Legislation, Elementary Secondary Education, *Individualized Education Programs, Knowledge Level, *Parent Attitudes, *Parent Education, *Parent Participation
The practicum addressed the problem of lack of parent involvement in the development of IEPs (Individualized Education Programs) for their handicapped children, through development of a slide program and associated materials. The program attempted to educate parents regarding the IEP process, their role in it according to Public Law 94-142 (The Education for All Handicapped Children Act), and methods for best executing that role. The slide program and accompanying take-home workbooks were developed and presented to six child advocacy groups. A sample of 11 parents was drawn from volunteers attending the presentations and was followed by the investigator throughout a 5-month period of IEP development. Results indicated that all 11 parents increased their knowledge of PL 94-142, the IEP process, and their role in that process; and all successfully applied their new knowledge and advocacy skills during IEP development. Nine of the parents also reported increased feelings of satisfaction with their schools with no parents contemplating the initiation of due process actions. All the parents felt the slide presentation and workbook helped them to understand the special education process considerably better. (Author/DB)

ED 305 815 EC 212 766
Braaten, Sheldon, Ed. And Others
Programming for Adolescents with Behavioral Disorders. Volume 3.
Council for Children with Behavioral Disorders.
Report No.—ISBN-0-86586-161-1
Pub Date—87
Note—113p.; Papers presented at the National Conference on Programming Developmental Needs for Adolescents with Behavioral Disorders (3rd, Minneapolis, MN, September 1986). For volumes 1 and 2, see ED 248 623 and ED 267 531.
Available from—Council for Children with Behavioral Disorders Publications, CEC, 1920 Association Dr., Reston, VA 22091 ($9.50, quantity discount available).
Pub Type— Collected Works - General (020) — Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adolescents, *Behavior Disorders, Career Education, Depression (Psychology), *Emotional Disturbances, Interdisciplinary Approach, Mainstreaming, Psychoeducational Methods, Secondary Education, *Self Control, Self Evaluation (Individuals), Student Evaluation, *Suicide, Vocational Education, *Writing Instruction
The book contains 10 papers concerning programming for adolescents with behavioral disorders. Papers have the following titles and authors: "What You See Is Not Always What You Get" (Richard Neel); "Implications of the Relationship between Observational and Rating Scale Data for the Assessment of Behavioral Disorders" (Russell Skiba and Patrick O'Sullivan); "Correlates of Successful Mainstreaming of Behaviorally Disordered Adolescents" (Robert Gable et al.); "Technique and Rationale for Teaching Process Writing to Adolescents with Behavioral Disorders" (David Unruh); "A Peer-Mediated Program for Teaching Self-Management Strategies to Adolescents" (K. Richard Young et al.); "Integrating Vocational/Career Education into Special Education Programming for Emotionally Disturbed/Behaviorally Disordered Adolescents" (Paul Zionts); "Behavioral and Learning Characteristics of Childhood and Adolescent Depression: Implications for Special Educators" (John Maag and Robert Rutherford, Jr.); "Dealing with Adolescent Depression and Suicide: The Comprehensive Approach" (Charles Laufer and Cornelia Green); "Responding to the Threat of Adolescent Suicide" (Odette Bruneau); "Transdisciplinary Perspectives: A New Look at Educating Emotionally Disturbed Children" (Robert King). (DB)

ED 305 816 EC 212 767
Rutherford, Robert B., Jr., Ed. Maag, John W., Ed.
Severe Behavior Disorders of Children and Youth. Monograph in Behavioral Disorders, Volume 11.
Council for Children with Behavioral Disorders.; Teacher Educators for Children with Behavioral Disorders.
Pub Date—88
Note—193p.; Papers presented at the Annual Conference of the Teacher Educators for Children with Behavioral Disorders (11th, Tempe, AZ, November, 1987).
Available from—Robert B. Rutherford, Jr., Ph.D., 305 Farmer Building, College of Education, Arizona State University, Tempe, AZ 85287 ($12.00; make check payable to Council for Children with Behavioral Disorders).
Pub Type— Collected Works - Proceedings (021) — Reports - Descriptive (141) — Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Aggression, Autism, *Behavior Disorders, Behavior Modification, Communication Skills, Depression (Psychology), *Educational Practices, Elementary Secondary Education, Eligibility, *Emotional Disturbances, Handicap Identification, Interpersonal Competence, Mainstreaming, Peer Acceptance, Prisoners, *Research Utilization, Social Networks, Social Status, Stress Variables, Suicide, Teaching Methods, *Theory Practice Relationship
The monograph contains 24 papers, originally presented at a 1987 conference, on research and practice in the area of behavioral disorders of children and adolescents. Papers have the following titles and authors: "Psychiatric Diagnosis: A Further Test of the Special Education Eligibility Hypothesis" (Ellen McGinnis and Steven Forness); "Identification and Assessment of Behavioral Disorders: A State Perspective" (Gregory Williams and Norris Haring); "Classroom Conversion Kit: A Teacher's Guide to Teaching Social Competency" (Richard Neel); "Behaviorally Disordered, Learning Disabled, and Nonhandicapped Students' Social Status in Mainstream Classes" (Edward Sabornie et al.); "Treatment of Childhood and Adolescent Depression: Review and Recommendations" (John Maag); "Comprehensive Suicide Prevention" (Dennis Simon); "Differential Effects of Training in Two Classes of Social Initiations on the Positive Responses and Extended Interactions of Preschool-aged Autistic Children and Their Nonhandicapped Peers" (Sally Savelle and James Fox); "Facilitating Communicative Competence as a Basis for Developing Conventional Behaviors in Students with Autism and Severe Behavioral Disorders" (Anne Bauer et al.); "Handicapped Youth and Young Adults in Prison: Forgotten Clients in Search of Assistance" (Osa Coffey); "Selected Research Issues in the Education of Adolescents with Behavioral Disorders" (Michael Epstein and Douglas Cullinan); "Social Networks of Behaviorally Disordered Adolescents and Their Nonhandicapped Peers: A Preliminary Investigation" (Charles Barone et al.); "Factors in Intervention Choice" (Frank Wood); "Highlighting Analysis in Applied Behavior Analysis: Designing and Analyzing Single Subject Research" (Richard Shores); "The Promise and Pitfalls of an Ecological Perspective on Children's Behavioral Disorders" (Robert Gable et al.); "The Effects of Three Behavioral Interventions on the Disruptive Behavior of Behaviorally Disordered Students" (Mitchell Yell); "Stress and the Special Educator" (Charles Dedrick and Donna Raschke); "After 12 Years of Training Teachers, I Think I've Found a Way to Teach Teachers of the Emotionally Handicapped to Deal with Verbal Aggression" (Judy Olson). (DB)

ED 305 817 EC 212 768
Brown, Delanne Abbott DeRusha, Earl A.
Unpanned Gold: A Four-Year Secondary Program Designed To Direct Learning Disabled Students To Achieve Fullest Potential in Furthering Education.
Pub Date—Apr 89
Note—15p.; Paper presented at the Annual Convention of the Council for Exceptional Children (67th, San Francisco, CA, April 3-7, 1989).
Pub Type— Speeches/Meeting Papers (150) — Re-

ports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College School Cooperation, *Guidance Programs, Higher Education, High Schools, *Learning Disabilities, Learning Strategies, Self Esteem, *Special Education, Study Skills, Word Processing

The paper describes a 4-year secondary program for learning-disabled students which combines special education and guidance. A teacher from each discipline uses a combined approach for post-secondary preparation programming for the students. The program focuses on building self-esteem, motivation, trust, and respect. The program is described in terms of: (1) problem/need; (2) purpose, goal, and objectives; (3) student characteristics; (4) procedure; (5) evaluation; and (6) adaptation. Central to the program are eight "building blocks" which include helping students recognize their individual learning style, building organizational skills, developing study skills, utilizing computers for word processing, and learning to use compensatory strategies. Program evaluation data suggest that students are applying, are being accepted, and are attending postsecondary programs. (DB)

ED 305 818 EC 212 769
McLaughlin, Margaret J. And Others
Personnel To Educate the Handicapped in America: A Status Report.
Maryland Univ., College Park. Inst. for the Study of Exceptional Children and Youth.
Spons Agency—Department of Education, Washington, DC.
Pub Date—86
Grant—G008200398
Note—167p.; For the 1984 report, see ED 244 428.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Agency Cooperation, *Disabilities, Educational Finance, *Educational Trends, Elementary Secondary Education, Federal Government, *Government Role, Handicap Identification, State Programs, *State Standards, Student Placement, Teacher Certification, *Teacher Supply and Demand, *Trend Analysis

The report follows up a report published in 1984 of a study initiated 2 years earlier concerning personnel issues in special education. The second study was undertaken to determine what changes had occurred in the intervening 4 years. Interviews were held with representatives of the state educational agencies of each of the 50 states, the District of Columbia, the Bureau of Indian Affairs, Puerto Rico, Guam, the Virgin Islands, American Samoa, and the Northern Mariana Islands. Questions concerned changes in state statutes or regulations, current supply of graduates in special education, manpower supplies, changes in the number of cooperative arrangements, changes in certification procedures or licensure, changes in identification and placement, current inservice priorities, and impact of the federal government. The first chapter summarizes results by each state or other administrative unit. Individual chapters address the issues of supply and demand, the programmatic context, inservice training, and perspectives on money and mandates, and provide state-by-state as well as overall analyses. (DB)

ED 305 819 EC 212 770
Joyce, Bonnie
Precision Teaching: A Manual for Classroom Teachers.
Pub Date—[88]
Note—95p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Behavior Modification, *Behavior Rating Scales, Charts, Elementary Secondary Education, *Evaluation Methods, Instructional Effectiveness, *Precision Teaching, Program Development, Student Educational Objectives, Student Evaluation

The purpose of precision teaching is to modify those academic or social behaviors that are in need of change, as effectively and efficiently as possible. Development of a precision teaching program involves pinpointing the target behavior, administering daily probes, charting the data, setting the aim, implementing the instructional strategies, and evaluating the program. The target behaviors must be able to be pinpointed, meaning they must be observable, repeatable, and have a discrete beginning and ending point. The pinpointed behaviors have five characteristics: frequency, duration, latency, magnitude, and intensity. The level of functioning must be determined for each student within each academic area; this is accomplished through the development and administration of three types of probes: mixed probes, single probes, and tool skill probes. Guidelines are offered for developing, administering, and scoring probes. The data resulting from the probes are then graphed on a chart. Following these baseline measurements, an intervention condition is implemented. In this phase, an instructional goal is made, an instructional strategy is selected, and the frequency data are charted. The effectiveness of the intervention can then be measured through graphing. Graphs and learning exercises for teachers are incorporated throughout the text. (JDD)

FL

ED 305 820 FL 017 944
Silva, Tony
A Critical Review of ESL Composing Process Research.
Pub Date—Mar 89
Note—21p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (23rd, San Antonio, TX, March 7-11, 1989).
Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Abstracting, Audience Awareness, College Students, *English (Second Language), Higher Education, Literature Reviews, Prewriting, *Research Methodology, Revision (Written Composition), Second Language Instruction, Transfer of Training, *Writing Processes, *Writing Research
Identifiers—*Monitoring

Twenty-two reports of research focusing on the composing processes of college students of English as a Second Language are reviewed. The research, reported between 1982 and 1989, consists of case studies of various issues: (1) general accounts of the second language composing process; (2) revision; (3) attention to rhetorical form; (4) monitor use; (5) abstracting; (6) reader awareness; and (7) planning. The major findings of the research are discussed, and particular reference is made to the most frequently and/or extensively addressed issues: recursion, variation in the second language composing process, planning, transcribing, revising, first language use in second language composition, audience awareness, monitoring, and the transfer of first language writing skills to second language composition. The studies' methods, reporting, and interpretation practices are also described and critiqued. It is concluded that while the studies' findings are interesting, provocative, and potentially useful, their credibility is not beyond question. (MSE)

ED 305 821 FL 017 945
Bilingual/ESL Education: Program Evaluation Report.
Texas Education Agency, Austin.
Report No.—RE9-726-03
Pub Date—Sep 88
Note—158p.
Available from—Publications Distribution Office, Texas Education Agency, 1701 North Congress Avenue, Austin, TX 78701-1494 ($3.50).
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Bilingual Education Programs, Classroom Research, Educational Strategies, Elementary Secondary Education, *English (Second Language), Limited English Speaking, Predictor Variables, *Program Design, *Program Effectiveness, Public Schools, Remedial Instruction, *Second Language Programs, State Programs, State Surveys, *Student Characteristics, Student Promotion
Identifiers—*Texas

The statewide overview of Texas bilingual and English-as-a-Second-Language (ESL) programs for limited-English-speaking public school students reports results of a survey concerning program and student characteristics and successful instructional practices. Data for bilingual and ESL programs are considered separately. Student characteristics studied include eligibility for free or reduced-price lunches, mobility within and among districts, English reading level, previous schooling, native language use in the classroom, attendance patterns, participation in extracurricular activities, the need for intervention as perceived by staff, and the students' success or perceived success in the program. Exit and promotion rates and the need for remedial instruction are also examined. Instructional program data investigated include campus instructional strategies, percentages of students enrolled in other compensatory programs, use of reduced- or modified-content classes, class size, teacher language use in the classroom, and student promotion and success. Other variables examined include teacher qualifications and experience, parent involvement, student performance on objective measures, student achievement gains, and actual or perceived success. Appended materials include the questionnaire, coding information, evaluation requirements, and a brief comparison of the bilingual and ESL studies. (MSE)

ED 305 822 FL 017 946
Magrath, Douglas R.
Teaching Culture.
Pub Date—Apr 89
Note—12p.; Paper presented at the Annual Meeting of the Central States Conference on the Teaching of Foreign Languages (Nashville, TN, April 13-15, 1989).
Pub Type— Guides - Classroom - Teacher (052) — Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Class Activities, *Classroom Techniques, Communicative Competence (Languages), Cultural Awareness, *Cultural Education, Language Skills, *Second Language Instruction

The study of a foreign language is the study of another culture. Cultural involvement begins as learners progress from grammar to the actual use of language. Culture includes the ideas, customs, skills, arts, and tools of a people and influences both cognitive and affective behavior. It should be introduced as part of the total language experience, avoiding stereotypes and false ideas. Viewing the target culture by contrasting it with the native culture leads to misinformation and lack of cultural appreciation. Classroom communicative activities can include exercises on culture-related topics. These exercises can incorporate discussion or writing, comparison, listening, role-playing, reading, and conversation. Such activities can provide both interesting and useful cultural information to the student. (MSE)

ED 305 823 FL 017 947
Curtain, Helena Martinez, Linda S.
Integrating the Elementary School Curriculum into the Foreign Language Class: Hints for the FLES Teacher. CLEAR Educational Report Series.
California Univ., Los Angeles. Center for Language Education and Research.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—CLEAR-ER14
Pub Date—89
Contract—400-85-1010
Note—37p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Classroom Techniques, Cooperative Planning, *Curriculum Enrichment, *Elementary School Mathematics, *Elementary School Science, Elementary School Teachers, *FLES, Intermediate Grades, Language Teachers, Lesson Plans, Mathematics Instruction, Primary Education, Science Instruction, Second Language Instruction, *Social Studies
Identifiers—*Content Area Teaching

Content-based instruction, a method of foreign language instruction in which the main topics being taught come from the regular content-area curriculum, is used in elementary school foreign language programs to integrate language development with content-area learning. This goal is accomplished by providing activities in which the learner's experiences are a vehicle for both language learning and content-area learning through which the learning of higher-level cognitive skills is possible. The guide to content-area teaching for teachers of foreign languages in the elementary schools (FLES) offers background and a rationale for content-based instruction, planning guidelines, and sample lesson plans in mathematics, science, and social studies. The discussion of background and rationale reviews

current thinking and some research on the topic and gives some examples of the benefits of content-based instruction in mathematics, science, social studies, art, music, and physical education. The section on planning for content-based instruction presents specific guidelines for identifying appropriate curriculum, coordinating with content-classroom teachers, identifying instructional materials, and planning the lesson. Areas of concern are also examined. The sample lessons, designed to be carried out entirely in the target language, address a variety of grade levels. Additional activities are also suggested. A brief bibliography is appended. (MSE)

ED 305 824 FL 017 948
Short, Deborah J. And Others
How To Integrate Language and Content Instruction: A Training Manual. CLEAR Educational Report Series.
California Univ., Los Angeles. Center for Language Education and Research.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—CLEAR-ER15
Pub Date—89
Contract—400-85-1010
Note—59p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Bilingual Education, *Classroom Techniques, *Curriculum Development, Elementary School Curriculum, Elementary Secondary Education, English (Second Language), *Interdisciplinary Approach, Language Teachers, Lesson Plans, Limited English Speaking, Models, *Program Implementation, *Second Language Instruction, Teacher Workshops
Identifiers—*Content Area Teaching
The manual is designed to help educators effectively integrate language and content instruction in teaching students who are learning through a language other than their native tongue. The manual is targeted at teachers, administrators, and teacher trainers involved in English-as-a-Second-Language or bilingual instruction and content-area instruction for limited-English-proficient students. The manual presents a whole educational approach to be used in elementary and secondary classrooms by both content-area and language teachers, and emphasizes collaboration between those two disciplines. In this approach, curriculum integration takes two general forms: (1) content material is incorporated into language classes, and (2) accommodation is made for students' limited English proficiency in content classes. The guide provides information on the approach and its rationale, on specific strategies for integrating language and content instruction, and on specific techniques for adapting materials and for developing lesson plans. The guide also discusses key issues in implementation and outlines three major models for implementation: sheltered classes, integrated curricula, and the whole-school approach. A final section presents the agendas for four staff development workshops of varying lengths and focuses. Appended materials include subject-specific instructional strategy outlines, sample material adaptations and lesson plans, a list of further reading, and a glossary. (MSE)

ED 305 825 FL 017 949
Tucker, G. Richard Crandall, JoAnn
The Integration of Language and Content Instruction for Language Minority and Language Majority Students.
Pub Date—Mar 89
Note—17p.; Paper presented at the Annual Georgetown University Round Table on Languages and Linguistics (40th, Washington, DC, March, 8-11, 1989).
Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Bilingual Education Programs, Case Studies, Classroom Techniques, *Curriculum Design, Educational Strategies, Elementary Education, English (Second Language), FLES, *Immersion Programs, Instructional Innovation, Limited English Speaking, Program Evaluation, Second Language Instruction
Identifiers—*Content Area Teaching, *Two Way Bilingual Education
Two-way, or bilingual, immersion education, a major innovation in the integration of language and content instruction, is intended to improve the quality of language education for language minority and language majority students in the United States. The emerging educational practice responds to the increasing proportions of language minority students in many parts of the country and also holds promise for improving the quality of foreign language instruction for language majority children. An introductory section describes the early Canadian experience with language and content integration, which began over 20 years ago, and discusses the benefits of bringing language majority and language minority students together in a single program of instruction (two-way, or bilingual, immersion). The basic bilingual immersion program model is discussed, and related research is reviewed. Two exemplary programs, Arlington, Virginia's Key Elementary School and California's Edison Elementary School in the Santa Monica-Malibu Unified School District, are discussed. The report concludes that bilingual immersion education can be a powerful vehicle for promoting the development of bilingual language proficiency and social competence in elementary school children, and that the success of this approach depends largely on teachers' sensitivity to the children's language abilities and needs. 28 references. (MSE)

ED 305 826 FL 017 950
Bamford, Kathryn W. Mizokawa, Donald T.
Cognitive and Attitudinal Outcomes of an Additive-Bilingual Program.
Pub Date—Mar 89
Note—51p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Bilingual Education Programs, *Cognitive Development, Comparative Analysis, *Cultural Awareness, FLES, Grade 2, *Immersion Programs, *Language Maintenance, Language Skills, Literature Reviews, Primary Education, Problem Solving, Program Design, *Program Effectiveness, Spanish, Student Attitudes
A study compared language skill development and cultural attitudes of second-grade children taught in an additive-bilingual program setting with those of second-grade children from a monolingual classroom setting. Subjects were 41 second-grade children participating in a Spanish immersion program and 19 children from a regular second-grade classroom. Comparisons were made on three variables: (1) nonverbal problem-solving, as measured by a test using progressive matrices; (2) native language development, as measured by a picture vocabulary test; and (3) attitude toward Hispanic culture, as measured by a cross-cultural attitude inventory. Gender and age relationships were also examined. Results supported earlier research and theory on the mediation of language as an essential part of nonverbal problem-solving, on the positive effect of second-language learning on cultural outlook, and on the contribution of the additive-bilingual instructional setting to native language maintenance in immersion education. 62 references. (MSE)

ED 305 827 FL 017 951
Patkowski, Mark S.
Predictors of College Success beyond ESL.
Pub Date—Mar 89
Note—31p.; Paper presented at the Annual Conference on the Teaching of English to Speakers of Other Languages (23rd, San Antonio, TX, March 7-11, 1989).
Pub Type— Reports - Evaluative (142) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, College Second Language Programs, *English (Second Language), Higher Education, Language Attitudes, Longitudinal Studies, *Predictor Variables, Program Effectiveness, Questionnaires, Second Language Learning, *Student Attitudes, Withdrawal (Education)
Identifiers—City University of New York Brooklyn College, *Project SEEK
A longitudinal study assessed the progress of 271 students of English as a Second Language (ESL) who had entered Project SEEK at Brooklyn College (New York) in the fall of 1985. The goals of the study were to identify factors predicting success or failure in academic courses, and to study attitudes of the students toward their second language and toward their college learning experience. Data were collected from: (1) academic records, including standardized test scores, a college entrance grade index, and college grades and credits; and (2) responses to a questionnaire concerning personal characteristics, language use patterns, and perceptions of belonging to the college community. Analysis of the results indicates that a variety of cognitive-academic, linguistic, and attitudinal factors influence the success of ESL college students. The more successful students did not repeat courses as often and progressed faster into mainstream English courses. Many students did not do well in writing, and a need for early intervention for students at risk of repeating is discussed. Efforts to enhance student feelings of belonging are also suggested. The area least susceptible to intervention seems to be language use patterns because those students who used more English were less successful in college. Further research is recommended. The response questionnaire is appended. (MSE)

ED 305 828 FL 017 953
Scarborough, Rebecca H., Ed.
Modern Foreign Language Content Standards. Generic Standards. Levels I-IV.
Delaware State Dept. of Public Instruction, Dover.
Report No.—95-01/88/08/04
Pub Date—Aug 88
Note—69p.
Available from—Bureau of Archives and Records, P.O. Box 1401, Dover, DE 19903.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Communicative Competence (Languages), *Course Content, *Curriculum Design, Educational Assessment, Intermediate Grades, Secondary Education, Second Language Instruction, *State Curriculum Guides, *State Standards, Vocabulary Development
Identifiers—*Delaware
Delaware's standards for modern language curriculum content in public schools are provided for teachers' use in coordinating instruction. Teachers are encouraged to use communicative, student-centered classroom activities and to reinforce and expand the material in successive instructional units. The guide consists of introductory sections on the philosophy and use of the standards. Subsequent sections outline non-language-specific content for four instructional levels. For each content area, behavioral objectives and relevant vocabulary and linguistic structures are noted. Level I topics include greetings and leave-taking, geography and culture, communicating about oneself and peers, family and home, school, weather, telling time, leisure time, shopping and related subjects, food and restaurants, travel and transportation, obtaining lodging, using telephones, and the human body. Level II topics include travel, obtaining services for help, daily routines and physical well-being, family, recreation and leisure time, and work. Topics at level III include the geography and culture of the target language, cultural interdependence, media, birthday observations, famous places to visit, meeting personal needs, summer employment, history and politics, fine arts, and composers. Level IV topics include current events, literary texts, target country history, and resolving more complex situations. (MSE)

ED 305 829 FL 017 974
Barnett, Marva A.
Teaching Reading in a Foreign Language. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 88
Contract—RI88062010
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Techniques, *Directed Reading Activity, Reading Comprehension, *Reading Strategies, *Schemata (Cognition), Second Language Instruction, Teacher Role, Transfer of Training
Identifiers—ERIC Digests, Postreading Activities, Prereading Activities
Research on second language learning has found similarities between the reading strategies of first and second language readers. These findings are being applied by second language instructors and researchers in reading classrooms through a variety of strategy-use activities. Most foreign language reading specialists view reading as interactive because

the reader interacts with the text to create meaning. Both content schemata (background knowledge about the cultural orientation or content of a passage) and formal schemata (reader expectations about how pieces of textual information will relate to each other) influence the reader's comprehension of a passage. The instructor's role is to recognize that all reading strategies will not be equally effective with all students, and to help the reader identify such effective reader strategies as skimming, scanning, guessing word meanings, summarizing, and taking risks. To encourage students to use effective strategies when reading in a second language, the teacher can develop simple exercises at each of the four stages of reading: (1) prereading; (2) while reading; (3) postreading; and (4) follow-up. (VL)

HE

ED 305 830 HE 022 364

Diversification of Higher Education. Proceedings of an International Symposium on the Relationship between General Education, Vocational Training, and Further Training in Higher Education (Sofia, Bulgaria, November 30-December 2, 1987).

United Nations Educational, Scientific, and Cultural Organization, Bucharest (Romania). European Centre for Higher Education.

Pub Date—88

Note—189p.; Prepared for the International Conference in Education (41st, Geneva, Switzerland, January 1989).

Available from—The Romanian Bank for Foreign Trade (BRCE), 22-24 Calea Victoriei, Bucharest, Romania, Account No. 47.11.159.300-4 ($5.00).

Journal Cit—Higher Education in Europe; v13 n1-2 1988

Pub Type— Collected Works - Proceedings (021) — Collected Works - Serials (022)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Academically Gifted, *Adult Education, Allied Health Occupations, Economics, Education Work Relationship, Foreign Countries, *General Education, *Higher Education, Outcomes of Education, Postdoctoral Education, Professional Training, Research, Teacher Education, Technological Advancement, *Vocational Education

Identifiers—Austria, *Europe, Slovak Socialist Republic, Switzerland, Ukrainian Soviet Socialist Republic

The proceedings of an international symposium on the relationship between general education, vocational training, and further training held in Bulgaria in 1987 are presented. The 20 papers fall under three headings: (1) Overview, including: "Problems Concerning the Linkage Between General and Vocational Education and Higher Education" (I. Maslarov); "General Education, Vocational Training, and Further Education" (K. Harnqvist); "Higher Education and Employment in Europe" (B. Sanyal); (2) Diversification of Higher Education with a View to Better Meeting the Needs of Society and of Assuring Employment, including: "The Diversification of Higher Education: A View from Technology and Industry" (L. Dadda); "Technology, Higher Education, and the Economy: A Critical Relationship" (J. Dennison); "Complementarity and Diversification: Two Sides of a Single Educational Process" (H. Richter); "Enhancing Employment Prospects by Diversification at Postgraduate Level" (C. Ó hEocha); "Remarks on the Differentiation of Higher Education, Particularly During the First Cycle" (L. Levy-Garboua); "The Vocational Training of Students Aided by Teaching-Research-Production Associations" (V. Gaisyonok); "Developmental Trends and Diversification of Higher Education" (D. Savicevic); and (3) Ways to Achieve Optimal Balance Between General Education, Vocational Training, and Further Training in Higher Education, including: "General Education, Vocational Training, and Further Training in Higher Education: Personal Remarks" (G. Mialaret); "Balance Between General Education, Vocational Training, and Further Training in Switzerland" (K. Weber); "Achieving an Optimal Balance Between General and Specialized Training in Higher Education" (Z. Leval); "The Problems Involved in Integrating General Education, Vocational Training, and Postgraduate Education into Lifelong Education" (A. Verbitsky); "An Empirical Approach to the Assessment of the Balance Between General Education, Vocational Training, and Further Training in Medical Curricula" (H. Dohn and J. Nystrup); "General Education, Professional Training, and Further Education in Teacher Education" (Z. Shechtman); "The Relationship Between General Secondary Education, Vocational Education, Specialized Secondary Education, and Higher Education in the Ukrainian Soviet Socialist Republic" (V. Pogrebnyak). A fourth section, Tribune, includes "Study Orientations of Austrian Students: Recent Trends" (P. Kellermann and G. Sagmeister); "The Doctor of Education Degree: A Harvest of Rapeseed and Ragweed" (G. P. O'Neill); and "Gifted Students in the Universities of the Slovak Socialist Republic" (S. Brychova). (SM)

ED 305 831 HE 022 365

International Recognition of Studies and Degrees: Challenges and Perspectives.

United Nations Educational, Scientific, and Cultural Organization, Bucharest (Romania). European Centre for Higher Education.

Pub Date—88

Note—117p.; Background articles prepared for a Session of the Regional Committee for the Application of the Convention on the Recognition of Studies, Diplomas, and Degrees concerning Higher Education in the States belonging to the Europe Region (4th, Bucharest, Rumania, September 27-29, 1988).

Available from—The Romanian Bank for Foreign Trade (BRCE), 22-23 Calea Victoriei, Bucharest, Romania, Account No. 47.11.159.300-4 ($5.00).

Journal Cit—Higher Education in Europe; v13 n3 1988

Pub Type— Collected Works - Serials (022)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Academic Standards, College Students, *Credentials, Degree Requirements, *Degrees (Academic), Higher Education, *Institutional Cooperation, *International Cooperation, International Educational Exchange, Masters Degrees, *Student Mobility

Identifiers—*Europe, *Foreign Educational Credentials, Greece

A collection of nine papers related to international recognition of studies and degrees is presented. The papers are as follows: "Problems of Equivalence of Studies and Diplomas in Higher Education Systems" (Hanna Jablonska-Skinder); "Unveiling the Hidden Information in Credentials: A Proposal to Introduce a 'Supplement to Higher Education Diplomas'" (Carin Berg and Ulrich Teichler); "International Recognition of Studies, Diplomas, and Degrees as Seen from an American Perspective" (Karlene N. Dickey); "TRACE: Trans Regional Academic Mobility and Credential Evaluation" (Claudine Langlois); "ERASMUS: The European Community's Higher Education Programme in its First Year" (Alan Smith and Fritz Dalichow); "Student Mobility in the Europe Region: A Statistical Evaluation" (Dumitru Chitoran and Valentin Nicolae); "Mobility or Migration?: The Case of Greek Students Abroad" (Marie Eliou); "A Model for Developing Common Master's Degree Programmes in Europe" (Harold W. Lawson); and "Transfrontier Regional University Cooperation (TRUC)" (Denis Clare). (SM)

ED 305 832 HE 022 366

Higbee, Jeanne L. Dwinell, Patricia L.

A Counseling Course for Developmental Studies Freshmen.

Pub Date—Mar 89

Note—14p.; Paper presented at the Annual Conference of the National Association of Developmental Education (13th, Cincinnati, OH, March 1989).

Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *College Freshmen, College Students, *Counseling, Course Content, Course Descriptions, Curriculum Development, *Developmental Studies Programs, Educational Objectives, Higher Education, Orientation, *Required Courses, Self Concept, Self Evaluation (Individuals), Student Development, Time Management

Identifiers—University of Georgia

A course entitled "Strategies for Academic Success," conducted in the Division of Developmental Studies at the University of Georgia, is described. The sample syllabus focuses on self-awareness and can be adapted to meet the needs of other institutions. The course is designed to promote awareness and development of psychological, social, and vocational life skills that facilitate achievement and success in a college or university setting. All students enrolled in the Division of Developmental Studies are required to take the course. The 13 course units are described, noting each one's goal, objective, assignment, and activities. They are as follows: getting acquainted; setting goals and objectives; time management; Chickering's seven vectors of student development; perceptual modality preferences; personality types; career exploration; the core curriculum; reducing stress/promoting wellness; oral communication skills; creativity; campus resources; and taking control. Additional topics covered in the past but not longer included due to lack of time or an overlap in subject matter include getting organized, memory, note taking, reading comprehension, preparing for and taking examinations, and finances. Contains 31 references. (SM)

ED 305 833 HE 022 367

Educating for Global Competence: The Report of the Advisory Council for International Educational Exchange.

Council on International Educational Exchange, New York, N.Y.

Pub Date—Aug 88

Note—30p.

Available from—Council on International Educational Exchange, 205 East 42nd Street, New York, NY 10017 (free).

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrative Policy, College Students, Corporate Support, Developed Nations, Developing Nations, Federal Aid, Financial Support, *Global Approach, Higher Education, Institutional Role, *International Cooperation, *International Educational Exchange, Private Financial Support, Program Development, Public Policy, School Business Relationship, State Aid, *Study Abroad, Undergraduate Students

Identifiers—Europe

A report on study abroad by American undergraduates is presented, with an emphasis on who should go and how to make it happen. Much of the report relates to general adaptations necessary for individual institutions wishing to expand student study abroad. Essential roles for federal, state, and private agencies are noted. Eight chapters are as follows: (1) international education for an interdependent competitive world; (2) as things stand now; (3) general recommendations (i.e. the number of college students studying abroad should be increased to at least 10% of enrollment by 1995, and study abroad in developing countries and those outside the traditional Anglo-European settings should be a matter of high priority); (4) who now studies abroad; (5) who should go: making the study abroad experience universal; (6) where they should go: new attention to new areas; (7) what involvement is needed: attitudes and action; and (8) how to do it: funding and other strategies. The Advisory Council recognizes it has called for fundamental changes in American higher education. The changes are the responsibility of colleges and universities across the country, of specialists in international education and their professional organizations, and of federal and state funding programs, accrediting institutions, foundations, corporations, and others in the private sector. Three appendices are a bibliography that contains 11 references, statistics of students on study abroad programs, and information on public policy agenda for international education. (SM)

ED 305 834 HE 022 368

Allaway, William H. And Others

Hallmarks of Successful Programs in the Developing World. CIEE Occasional Papers on International Exchange No. 22, Forum Series.

Council on International Educational Exchange, New York, N.Y.

Pub Date—Mar 87

Note—25p.; Papers presented at the Annual Conference of the Council on International Educational Exchange (November 1985). For related documents, see HE 022 369-370.

Available from—Council on International Educational Exchange, 205 E. 42nd Street, New York, NY 10017 ($4.00 plus $1.00 postage).

Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, Degrees (Academic), *Developing Nations, Discovery Processes, Educational Quality, Excellence in

Education, *Global Approach, Higher Education, International Cooperation, *International Educational Exchange, Program Development, *Program Effectiveness, Student Development, *Study Abroad, Success, Undergraduate Students
Identifiers—Africa (Sub Sahara), Asia, Great Lakes Colleges Association, India, Latin America, University of California, University of Wisconsin
Four papers, focusing on hallmarks for success, which were given at the November 1985 Annual Conference of the Council on International Educational Exchange are presented. All discuss study abroad and set a context for successful institutional programming. An introduction by Paula Spier discusses the movement in American higher education to address its lack of information about the developing world by increasing opportunities for American students to have experiences in Africa, Asia, and Latin America as part of their academic degree programs. The four papers are as follows: (1) "Hallmarks of Successful Programs in the Developing World: The University of California" (William H. Allaway); (2) "Hallmarks of Successful Programs in the Developing World: The University of Wisconsin's College Year in India Program" (Joseph W. Elder); (3) "Hallmarks of Successful Programs in the Developing World: Academic Programs in Universities in Sub-Saharan Africa for Undergraduates" (Joe K. Fugate); and (4) "Hallmarks of Successful Programs in the Developing World: The Great Lakes Colleges Association Latin American Program" (Diane K. Snell). An afterword, by John G. Sommer, encourages study abroad as an experience of discovery of the world, one's own cultural roots, and one's self. (SM)

ED 305 835 HE 022 369
Arum, Stephen
International Education: What Is It? A Taxonomy of International Education of U.S. Universities. CIEE Occasional Papers on International Educational Exchange No. 23, Forum Series.
Council on International Educational Exchange, New York, N.Y.
Pub Date—Nov 87
Note—28p.; For related documents, see HE 022 368-370.
Available from—Council on International Educational Exchange, 205 E. 42nd Street, New York, NY ($4.00 plus $1.00 postage).
Pub Type— Reports - Descriptive (141) — Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Classification, College Faculty, College Students, *Comparative Education, Developing Nations, Financial Support, Foreign Students, *Global Approach, Higher Education, Intercultural Communication, International Cooperation, *International Education, Research, *Study Abroad
The many facets of international education and the interrelationships within that field are examined in this taxonomy. The concept of international education varies greatly, and a consensus regarding definition and representation is important if the proponents and participants of international education are to speak knowledgeably among themselves. A common terminology should facilitate communication between the practitioners and funding sources such as the U.S. Congress and private foundations. The sub-parts comprising international education are described: (1) international studies (including all studies involving the teaching or research of foreign areas and their languages); (2) international educational exchange (involving American students and faculty studying, teaching, and doing research abroad and foreign faculty and students studying, teaching, and doing research in the United States); and (3) technical assistance (involving American faculty and staff working to develop institutions and human resources abroad, primarily in Third World countries). There are few particular national organizations that combine the three major sub-parts of international education. Organizing international education people or groups requires distinguishing the different types of people who compose each part of international education, their professional backgrounds, their professional associations, and their normal funding sources. (SM)

ED 305 836 HE 022 370
Arpan, Jeffrey S. And Others
Hallmarks of Successful International Business Programs. CIEE Occasional Papers on International Exchange 25, Forum Series.
Council on International Educational Exchange, New York, N.Y.
Report No.—ISBN-0-929036-00-X
Pub Date—Aug 88
Note—36p.; Papers presented at the Annual Conference of the Council on International Educational Exchange (40th, San Francisco, CA, November 1987). For related documents, see HE 022 368-369.
Available from—Council on International Educational Exchange, 205 East 42nd Street, New York, NY 10017 ($4.00).
Pub Type— Speeches/Meeting Papers (150) — Collected Works - General (020) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Business, Business Administration Education, *Cross Cultural Training, Cultural Awareness, *Cultural Interrelationships, Economics, *Global Approach, Higher Education, Intercultural Communication, *International Education, *International Relations, International Trade
Identifiers—American Graduate School International Management, Lauder Institute of Management Internatl Studies, University of South Carolina
The increasing focus of the Council on International Educational Exchange on helping meet the needs of American businesses to be competitive in international markets is discussed in a preface by Barbara B. Burn, noting that the absence of competence on the part of American business in foreign languages and cross-cultural skills and knowledge can seriously hamper performance. Four papers are presented as part of the Council's more active role in the relation to international business and commitment to international educational exchange. They are as follows: (1) "The Globalization of Economic Life" (Paul W. McCracken); (2) "International Business Programs at the University of South Carolina" (Jeffrey A. Arpan); (3) "Thunderbird–American Graduate School of International Management: A Pioneer in International Business Education" (Marshall Geer); and (4) "International Business Education at the Lauder Institute" (Jerry Wind). (SM)

ED 305 837 HE 022 371
Kroll, Ronald C. Cooper, Phyllis S.
A Comparison of Baccalaureate Degree Credit Hour Requirements at Selected Bible Colleges. Emergence of Higher Education in America.
Pub Date—Sep 88
Note—81p.; Ed.D. practicum, Nova University.
Pub Type— Dissertations/Theses - Practicum Papers (043) — Dissertations/Theses - Doctoral Dissertations (041) — Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Academic Standards, Accreditation (Institutions), *Bachelors Degrees, *Church Related Colleges, *College Credits, Comparative Analysis, *Degree Requirements, Degrees (Academic), General Education, Higher Education, National Surveys, Questionnaires, *Required Courses, Theological Education
Identifiers—American Association of Bible Colleges, *Bible Colleges, Practical Bible Training School
A practicum comparing the baccalaureate degrees and credit hour requirements for degrees offered by institutions accredited by the American Association of Bible Colleges (AABC) to identify appropriate norms at colleges like Practical Bible Training School (PBTS) is presented. A questionnaire was sent to chief academic officers at the 96 AABC member and candidate schools to gather data on the degrees offered and the number of credit hours needed for the total program, Bible and theology, general education, the major, and the minor (and 80% responded). Results include the following: six degrees were offered by over 10% of the AABC institutions (Bachelor of Arts, Bachelor of Science, Bachelor of Theology, Bachelor of Religious Education, Bachelor of Music, and Bachelor of Sacred Music); Bachelor of Arts and of Science were the only ones offered by over half of the colleges; Bachelor of Theology and of Religious Education were found to have regional significance in the Midwest and Canada, as was Bachelor of Music in the Midwest and of Science in the Northeast; and average credit hours for the degrees ranged from 123 to 154 for total credits, 37 to 46 for credits in Bible and theology, 34 to 46 for general education, and 33 to 72 for the major. The six common AABC degrees were recommended for the initial degree offered by PBTS. Five appendices offer the following: the number of different academic degrees in use in 1960 listed by academic discipline, baccalaureate degrees offered by 106 Christian colleges in 1987-88, Bible colleges participating in the study, the questionnaire, and credit hour requirements by region, enrollment, and accreditation category for each degree. Tables are included. Contains 36 references. (SM)

ED 305 838 HE 022 372
Fuller, Carol H.
Baccalaureate Sources of 1975-1986 Doctorates Earned by American Indian, Asian, Black, Hispanic and White Men and Women Who Received Baccalaureate Degrees 1975-1982: Total Numbers Adjusted for Institutional Size.
Ford Foundation, New York, N.Y.; Great Lakes Colleges Association, Ann Arbor, Mich.
Pub Date—Jan 89
Note—168p.
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—American Indians, Asian Americans, Bachelors Degrees, Blacks, Comparative Analysis, Degrees (Academic), *Doctoral Degrees, Educational Attainment, *Educational Status Comparison, Ethnic Groups, Females, Higher Education, Hispanic Americans, *Minority Groups, Outcomes of Education, Sex, Whites
An analysis of doctoral productivity for racial/ethnic groups is presented, comparing the number of doctoral degrees earned between 1975 and 1986 by the 1975-82 baccalaureate recipients of each U.S. institution. The data are analyzed for men and for women of five racial/ethnic groups (American Indians, Asians, Blacks, Hispanics, and Whites). Statistics include the following: Whites received 91.2% of the doctorates earned by the 75-82 graduates, Indians .03%, Asians 4.2%, Blacks 2.3% and Hispanics 2.0%; Whites received 88.4% of all the doctorates earned in 1986, Indians 0.4%, Asians 4.4%, Blacks 4.0% and Hispanics 2.8%; of the 140 institutions listed for one or more of the racial/ethnic groups for men, 36 were listed only for White men; of the 104 institutions listed for one or more of the racial/ethnic groups for women, 43 were listed only for White women; and there is a declining number of Blacks earning doctorates. Appended are (1) institutions included in lists of leading baccalaureate sources of 1975-86 doctorates earned by individuals receiving baccalaureate degrees 1975-82 from U.S. institutions and (2) doctorates awarded by U.S. institutions between 1975 and 1986 to 1975-1982 baccalaureate recipients with temporary U.S. visas as well as institutions whose 1975-82 graduates with temporary U.S. visas had earned at least four doctorates from a U.S. institution in any field by 1986. Contains 14 references. (SM)

ED 305 839 HE 022 373
Bauer, Sally McLaughlin Newman, Dianna L.
Alternate Approaches to Teaching Medical Technology: The Simulated Laboratory.
Pub Date—Feb 89
Note—35p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Savannah, GA, February 22-25, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Affiliated Schools, Allied Health Personnel, Associate Degrees, Community Colleges, Field Experience Programs, *Laboratories, Laboratory Technology, *Medical Technologists, Program Evaluation, *Simulated Environment, Simulation, Teaching Methods, Two Year Colleges
Identifiers—*Hudson Valley Community College NY
An evaluation of a non-traditional, self-contained Medical Laboratory Technology (MLT) program at Hudson Valley Community College is presented. This community based associate degree program has used simulated laboratories for 26 years and is seeking initial accreditation through a national accrediting agency. Until recently allied health programs in MLT were traditional programs designed with the clinical practice component affiliated with hospitals. Current change in health care delivery systems and reduced enrollments in the health science fields have caused many affiliate institutions to reassess their laboratory programs. The minimum

standards necessary for accreditation of the Hudson Valley program and examples of the requirements are discussed. Evaluation issues include how well the MLT program compares with the standards set forth in the "Essentials and Guidelines of an Accredited Education Program for the Medical Laboratory Technician" and how well it achieves its stated goals (successful employment as entry level medical laboratory technicians and transfer into baccalaureate degree programs). The process evaluation results indicate: (1) overall, all graduates met or exceeded expectations as a career entry medical technician and (2) transfer into Medical Technology programs remain the most successful transfer agreement. The Hudson Valley Community College MLT program is comparable or superior to other traditional programs utilizing affiliate settings. (SM)

ED 305 840 HE 022 374
Zimmerman, Michael And Others
Medicare. Indirect Medical Education Payments Are Too High. GAO Report to Congressional Committees.
General Accounting Office, Washington, D.C. Div. of Human Resources.
Report No.—GAO/HRD-89-33
Pub Date—Jan 89
Note—61p.
Available from—U.S. General Accounting Office, Post Office Box 6015, Gaithersburg, MD 20877 (free; additional copies are $2.00 each).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Allied Health Occupations Education, *Cost Effectiveness, Graduate Medical Education, *Health Care Costs, *Health Insurance, Higher Education, Hospitals, Risk, *Teaching Hospitals
Identifiers—*Medicare, Prospective Payment System
A report to the Congressional Committees examines the variation in Medicare costs and payments among teaching and nonteaching hospitals and identifies factors explaining the variation. Three chapters are as follows: (1) introduction (i.e., the Medicare Program, Medicare payments for inpatient hospital services, objectives, scope, and methodology); (2) factors contributing to higher costs at teaching hospitals (i.e., more costly patient care, factors that explain variations in hospital costs, the estimated effect of graduate medical education on hospital costs); and (3) teaching adjustment factors for fiscal years 1989 and beyond (i.e., average Medicare payments to such hospitals, lowering of teaching adjustment factors, recommendations to Congress). Recommendations include reducing the teaching adjustment factors for fiscal years 1989-95 and for fiscal year 1996 and beyond to the levels shown by the GAO's analysis of Medicare hospital costs and including provisions directing the Secretary of Health and Human Services (HHS) to reestimate periodically the effects of graduate medical education on Medicare costs based on the most current hospital cost data. Five appendices are statistics on factors affecting Medicare operating cost per discharge (fiscal year 1985), a description of factors used in hospital cost analysis, comments from the Department of HHS, comments from the Association of American Medical Colleges; and a list of major contributors to the report. Tables are included. (SM)

ED 305 841 HE 022 375
Academic Preparation for College in Illinois. Admission Requirements for Public Colleges and Universities and Suggested Learning Outcomes for College-Bound Students. A Joint Report.
Illinois State Board of Education, Springfield.; Illinois State Board of Higher Education, Springfield.
Pub Date—Mar 88
Note—64p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Admission Criteria, Biology, *College Admission, *College Bound Students, *College Preparation, Fine Arts, Higher Education, Language Arts, Mathematics Instruction, *Outcomes of Education, Physical Sciences, *Public Colleges, Secondary Education, Second Languages, Social Sciences
Identifiers—*Illinois
Information on college admission requirements is provided to assist students in preparing for baccalaureate degree programs and to assist in the identification and development of college-preparatory curricula in high schools. A section entitled "Admission Requirements at Public Colleges and Universities" discusses current and planned admission requirements for Illinois public universities and presents general guidelines for the identification of college-preparatory courses. Suggested learning outcomes for college-bound students, specific as to both knowledge and skills, are provided in the following areas: language arts; mathematics; biological and physical sciences; social sciences; fine arts; and second languages. (KM)

ED 305 842 HE 022 376
Douglas, Joel, Ed.
Unionization among College Faculty-1989.
City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.
Pub Date—Jan 89
Note—10p.
Available from—National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, 17 Lexington Ave., Box 322, New York, NY 10010 (annual subscription, $25.00; single copy, $6.75).
Journal Cit—National Center for the Study of Collective Bargaining in Higher Education and the Professions Newsletter; v17 n1 Jan-Feb 1989
Pub Type— Collected Works - Serials (022) — Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Collective Bargaining, *College Faculty, Court Litigation, *Faculty College Relationship, Higher Education, Private Colleges, Public Colleges, *Teacher Strikes, *Unions
Identifiers—American Association of University Professors, American Federation of Teachers, National Education Association
An analysis of data concerning unionization among college faculty during 1988 is presented. The following topics are discussed: (1) agents elected; (2) American Federation of Teachers; (3) National Education Association; (4) American Association of University Professors; (5) "no-agent" elections; (6) decertifications; (7) strikes; (8) legislation; (9) demographics; (10) first contract signing by four institutions; and (11) faculty work stoppages. Overall results included the following: Modest increases were reported in every category of faculty unionization; the three national unions had little success in organizing new faculty bargaining units; and no unrepresented unit of tenure-stream, full-time faculty elected collective bargaining. Trends are also examined, including the impact of the Yeshiva decision on public and private colleges. Tables summarize election data, faculty work stoppages in 1988, "back-to-school" strikes, 1977-88, and faculty work stoppages, 1966-88. (KM)

ED 305 843 HE 022 377
Kallingal, Anthony
Critical Factors in College Level Course Achievement.
Pub Date—89
Note—12p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Ability, *Academic Achievement, *Cognitive Ability, *College Curriculum, College Students, Comparative Analysis, Filipino Americans, Higher Education, Pacific Americans, *Success, Verbal Ability
Identifiers—Chamorros
The effect of verbal and numerical reasoning and effort level on achievement of students in an undergraduate Test and Measurement course was investigated. Course achievement was measured by a teacher-made test of 40 items that produced a mean of 21.33 and a standard deviation of 6.73. The ability scores of the 24 students (Chamorros, Filipinos and Statesiders) on a test of 25 items covering numerical reasoning and verbal reasoning correlated with achievement scores with a coefficient of .77 and the self-ratings on effort with achievement scores with a coefficient of .53. It was found that low-ability students in the sample exerted less effort than the high-ability students and, therefore, that both ability and effort had a depressing effect on the achievement of low-ability students. Reasoning ability was found to be about 5 times more important than effort in achievement. Contains 5 references. (KM)

ED 305 844 HE 022 378
Kuh, George D. And Others
The Contributions of Institutional Agents to High Quality Out-of-Class Experiences for College Students.
Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.; Marriott Corp., Bethesda, MD. Education Services Div.; National Association of Student Personnel Administrators, Inc.
Pub Date—Mar 89
Note—59p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989). Best copy available.
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Administrator Attitudes, College Administration, *College Environment, College Faculty, College Presidents, *College Students, Higher Education, Qualitative Research, Social Life, *Student Attitudes, *Student College Relationship, *Student Experience
A qualitative study was conducted of the contributions that institutional leaders make to fostering conditions that encourage high-quality out-of-class experiences for college students. A nine-member research team conducted the study. A process of nominations, recommendations and review yielded the selection of 14 institutions for the study. Site visits of 3-4 days were conducted by teams of two to four investigators; second visits were made to six institutions. Data collection and analysis were conducted concurrently; data collection methods consisted of interviews (individuals and focus groups), observations and document analysis. Interviews were conducted with 1,076 individuals at 14 institutions: 138 faculty, 76 academic administrators (including presidents, chief academic officers and registrars), 300 student affairs staff, 487 students, and 75 others. Specific results are discussed for each group. The following conclusions are also discussed: (1) the continuity and consistency of philosophy across academic affairs and student affairs is a characteristic of involving colleges; (2) faculty members seem to be less influential today than two decades ago in shaping the quality of out-of-class experiences of students; (3) student affairs staff have become the de facto caretakers of the undergraduate experience; and (4) the whole of the contributions of institutional agents is greater than the sum of their individual contributions. A list of the types of materials collected for institutional profiles is appended. Contains 61 references. (KM)

ED 305 845 HE 022 379
Dinham, Sarah And Others
Recommendations for the Support and Evaluation of Teaching at the University of Arizona. Final Report to the Provost by the Committee on the Evaluation of Teaching at the University of Arizona.
Arizona Univ., Tucson.
Pub Date—Apr 88
Note—28p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*College Faculty, Higher Education, Incentives, Student Evaluation of Teacher Performance, *Teacher Attitudes, *Teacher Evaluation, *Teacher Improvement, Teacher Promotion, *Teacher Role, Tenure
Identifiers—*University of Arizona
As part of an effort to promote teaching excellence, a faculty committee studied the evaluation of teaching at the University of Arizona and developed recommendations for further improvement and support of teaching and of the evaluation of instruction. The following topics are discussed: (1) judging the reputation of a major scholarly institution; (2) fostering teaching excellence at a major scholarly institution; (3) underlying perceptions about support for teaching (rhetoric and reality; role definitions in a scholarly community; symbolic and physical support; and confusion about teaching documentation); (4) recommendations for supporting teaching and teachers (including the development of a broad definition of teaching to be incorporated into promotion and tenure guidelines, hiring and merit review; development of programs to improve teaching skills; and involvement of student views); and (5) supporting a valid teacher evaluation system (assembling evidence to document teaching that includes scholarly activity in support of teaching, contribution to departmental and university teaching, formal instruction, and individual student contact; and developing documentation and criteria for evaluating faculty teaching). Two appendices provide more detailed information on assembling evidence to docu-

ment teaching and evaluating faculty teaching. (KM)

ED 305 846 HE 022 380
Lueck, Lowell A. Werner, Cathy O'Neill
Cost Effective Means To Gather Demographic Data and Forecasts for the Social and Economic Future.
Pub Date—16 May 88
Note—13p.; Paper presented at the Annual Meeting of the Association for Institutional Research (Phoenix, AZ, May 15-18, 1988).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Planning, *Demography, Economic Research, *Futures (of Society), Higher Education, Information Seeking, *Prediction, Sociocultural Patterns, *Socioeconomic Influences
Identifiers—*Strategic Planning, *Western Illinois University
The approach used at Western Illinois University in fiscal year (FY) 1987 and FY 1988 to develop a more proactive planning style is described. The approach involves a process of identifying and monitoring issues and opportunities that includes the following: (1) environmental scanning to identify issues, which are then rank-ordered for their potential impact; (2) committee investigation of the issues; (3) development of an electronic file of relevant documents and articles; and (4) a monthly newsletter. Access to other materials, including an electronic database from the United Way of America's Strategic Planning Division, is also described. A bibliography that contains 11 references is provided. Appended are a sample newsletter, sample abstracts, promotional material for a future-oriented publication, and charts depicting the strategic planning process. (KM)

ED 305 847 HE 022 382
Dinham, Sarah M. Evans, Linda M.
The Unique Opportunities and Vexing Challenges of Undergraduate Program Assessment in Professional Fields.
Pub Date—Mar 89
Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Programs, *Educational Assessment, Educational Objectives, *Educational Quality, General Education, Higher Education, *Outcomes of Education, *Professional Education, *Program Evaluation, Undergraduate Study
The complexities of assessing undergraduate program quality and outcomes in professional schools are reviewed, and the use of comprehensive assessment models is advocated. Two assessment models are described, that of the National Center for Research to Improve Postsecondary Teaching and Learning (NCRIPTAL) and that model developed by Conrad, et al. (1987). Existing assessment strategies in six professional schools at a major research university are examined in light of the Conrad model. The schools were found to meet the demands of the model in terms of collecting information about students, the campus environment and student outcomes, but the university was found wanting in the uses to which the assessment is put and in the lack of focus on the institutional environment's effects on student learning and development. The accreditation process at the six schools is examined in its potential effects of strengthening programs, long-range planning and enhanced teaching and learning. The self-study aspect of accreditation is considered helpful in developing and coordinating assessment and in yielding information useful for assessment. Recommendations for improvements in assessing undergraduate professional education include: assessing general education ("breadth of knowledge"); the articulation of general abilities and characteristics common to most professional fields; further research; and more comprehensive assessment. Contains 17 references. (KM)

ED 305 848 HE 022 383
Newman, Frank
Choosing Quality: Reducing Conflict between the State and the University.
Education Commission of the States, Denver, Colo.
Spons Agency—Andrew W. Mellon Foundation, New York, N.Y.; Ford Foundation, New York, N.Y.
Pub Date—Sep 87
Note—135p.
Available from—Education Commission of the States, 1860 Lincoln St., Suite 300, Denver, CO 80295 (Report PS-87-4, $10.50).
Pub Type— Books (010) — Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—College Administration, *College Role, *Educational Policy, Educational Quality, Full State Funding, Governance, *Government School Relationship, Higher Education, Incentives, *Political Influences, *Public Colleges, *State Aid, State Universities
This discussion of the state/university relationship addresses the ways in which states and universities can achieve relationships that are constructive for both parties. The following chapters are presented: (1) "Choosing Quality" (includes policy, interest in quality, university role, trends in state/university relationships, and resources); (2) "The Nature of Appropriate Policy Versus Inappropriate Intrusion" (includes bureaucratic, ideological and political intrusion and the functioning of the university); (3) "The Causes of Inappropriate Intrusion" (includes growth of state involvement and of higher education, quality mandates, missions, prestige and power, geography, politics, governing boards, and multicampus systems); (4) "Creating a Positive Climate" (includes cutting back bureaucracy, incentive funding, trust and the governance structure); and (5) "What Is It That Matters?" (includes aspiration, tradition, leadership, and university, board, system and state roles and responsibilities). Appendices provide information on the state universities included in the study, recommendations to improve trustee selection, and two views of state university governance. Contains 66 references. (KM)

ED 305 849 HE 022 384
McGuinness, Aims C., Jr.
State Postsecondary Education Structures Handbook, 1988.
Education Commission of the States, Denver, Colo.
Report No.—ESC-PS-87-2
Pub Date—88
Note—236p.
Available from—Education Commission of the States, 1860 Lincoln St., Suite 300, Denver, CO 80295 ($20.00).
Pub Type— Reports - Descriptive (141) — Reference Materials (130)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—College Planning, *Governance, *Governing Boards, Legal Responsibility, Multicampus Colleges, *Postsecondary Education, Private Colleges, *Public Colleges, State Agencies, *State Boards of Education, State Programs, State Standards, State Universities, *Statewide Planning, Vocational Education
Summary data and narrative profiles are provided on state postsecondary education structures (governing boards, coordinating boards and agencies). Following an overview of the status of state coordination and governance of higher education in 1987, tabular data on state boards and agencies are provided, including: (1) structure of statewide/coordination/governing boards; (2) agency responsibility; (3) state basic legal structures; (4) membership–central state coordinating and/or governing boards and public institutional and multicampus governing boards; (5) student and faculty membership–central state coordinating and/or governing boards and public institutional and multicampus governing boards; and (6) state-level agencies and committees. Part 2 consists of a narrative profile of the state postsecondary education structures in each state. Each narrative profile includes information on the coordinating and/or governing agency, institutional governing boards, master planning, state student assistance and loan agencies, the state board of vocational education, the state-level organization of private colleges and universities, licensure/approval agencies, and statutory and other committees. A listing of addresses and phone numbers of state higher education executive officers is appended. (KM)

ED 305 850 HE 022 385
McGuinness, Aims C., Jr. Afton, Jennifer
1988 Survey of College Savings and Tuition Futures Plans.
Education Commission of the States, Denver, Colo.
Pub Date—Jul 88
Note—18p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Equity (Finance), Educational Legislation, Higher Education, Instructional Student Costs, Parent Financial Contribution, Postsecondary Education, State Aid, State Legislation, *State Programs, Student Costs, *Student Financial Aid, Taxes, *Tuition
Identifiers—Guaranteed Tuition Plans, *Paying for College, *Savings, Tuition Prepayment
A brief summary is presented of the 1988 surveys of states regarding the legislative implementation of savings plans (mostly state and local tax-free bonds) and guaranteed tuition plans as methods of advance payment for college. The 10 states that have passed savings bills are listed, three of which (Illinois, North Carolina and North Dakota) have implemented their plans, and the 8 states that have passed guaranteed tuition bills are listed. A brief summary of the Internal Revenue Service (IRS) ruling on the Michigan Education Trust is given. The status of the other states is also briefly summarized. The bulk of the report is a table giving the following summary information, where available, for each state: interest level (high, medium-high, medium, low-medium, and low); status; implementation; type of plan (savings, guaranteed tuition, and other); IRS status; and description or comments. (KM)

ED 305 851 HE 022 386
Boyer, Carol M.
Five Reports: Summary of the Recommendations of Recent Commission Reports on Improving Undergraduate Education.
Education Commission of the States, Denver, Colo.
Report No.—ECS-PS-85-3
Pub Date—Dec 85
Note—72p.
Available from—Distribution Center, Education Commission of the States, 1860 Lincoln St., Suite 300, Denver, CO 80295 ($7.00, order number PS-85-3).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Access to Education, Bachelors Degrees, *College Curriculum, College Faculty, Educational Finance, *Educational Quality, *Excellence in Education, General Education, Higher Education, Humanities, Incentives, Institutional Evaluation, Program Effectiveness, Program Evaluation, Remedial Programs, Resource Allocation, Student Evaluation, Student Participation, *Teacher Education, Undergraduate Students, *Undergraduate Study
Identifiers—Access to Quality Undergraduate Education, Improving Teacher Education, Integrity in the College Curriculum, Involvement in Learning, To Reclaim a Legacy
A synthesis and summary of the recommendations of the following five reports are presented: (1) "Integrity in the College Curriculum: A Report to the Academic Community, The Findings and Recommendations of the Project on Redefining the Meaning and Purpose of Baccalaureate Degrees," by the Association of American Colleges, February 1985; (2) "Involvement in Learning: Realizing the Potential of American Higher Education," by the Study Group on the Conditions of Excellence in American Higher Education, National Institute of Education, U.S. Department of Education, October 1984; (3) "Improving Teacher Education: An Agenda for Higher Education and the Schools, a Report to the Southern Regional Education Board by its Commission for Educational Quality," 1985; (4) "Access to Quality Undergraduate Education, a Report to the Southern Regional Education Board by its Commission for Educational Quality," 1985; and (5) "To Reclaim a Legacy," a report written by William J. Bennett, chairman of the National Endowment for the Humanities, and based on the findings of the Study Group on the State of Learning in the Humanities in Higher Education, 1984. The recommendations are synthesized and summarized in the following chapters: "Recommendations about Resource Allocation and Funding Mechanisms"; "Recommendations about the Faculty Reward System and Incentives"; "Recommendations about Priorities for Improving Undergraduate Education" (providing access and remediation, increasing student involvement, and improving teacher education); "Recommendations about Curriculum and Faculty"; "Recommendations about Accountability" (regarding institutional effectiveness, regulatory and quality controls, and student assessment and program evaluation); "Summary of the Recom-

mendations in Tabular Format"; and "Working Party on Effective State Action to Improve Undergraduate Education." (KM)

ED 305 852 HE 022 387
McGuinness, Aims C., Jr.
The Search for More Effective State Policy Leadership in Higher Education. Recent State Higher Education Studies and Trends in Coordination and Governance.
Education Commission of the States, Denver, Colo.
Report No.—ECS-PS-86-1
Pub Date—May 86
Note—51p.
Available from—Distribution Center, Education Commission of the States, 1860 Lincoln St., Suite 300, Denver, CO 80295 ($2.50, order number PS-86-1).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Blue Ribbon Commissions, College Administration, *College Planning, Economic Factors, *Educational Policy, *Governance, *Higher Education, Public Schools, State Action, State Aid, *State Colleges, State Universities, *Statewide Planning
An overview of state studies and blue-ribbon commissions on higher education is presented, with an analysis of the motivating issues, which include the need for a strong tie between higher education and the state's economy and the recognition of the connection between the quality of higher education and the quality of the public schools. The status of higher education in the states with regard to the broad categories of "consolidated governing board" and "coordinating board" is summarized, and a number of issues relating to coordination and governance are discussed, including: (1) changes in state structure (from the early 1970's to the present); (2) coordination versus governance; (3) new themes in proposals for improved state coordination (including continuing interest in decentralization and deregulation and continuing attention to mission differentiation and ways to encourage diversity); and (4) points to consider related to coordination (including the view of organization structure and reorganization as means rather than ends and the examination of the total higher education policy process, not just the formal structure). Several suggestions for blue ribbon commissions or task forces are made, including taking an "all one system" approach, comprehensively viewing the effects of the system of finance, and distinguishing between system issues and institutional issues. An appendix summarizes major state higher education studies from 1980 to the present. Contains 9 references. (KM)

ED 305 853 HE 022 388
Texas Academic Skills Program (TASP). TASP Test: Information Summary.
Texas Education Agency, Austin.; Texas Higher Education Coordinating Board, Austin.
Pub Date—Sep 88
Note—18p.
Pub Type— Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Ability, *Basic Skills, College Bound Students, *College Programs, College Students, *Diagnostic Tests, Higher Education, Mathematics Skills, *Minimum Competency Testing, Reading Skills, Remedial Mathematics, Remedial Programs, Remedial Reading, Skill Development, *State Standards, Writing Skills
Identifiers—*Texas Academic Skills Program
The Texas Academic Skills Program (TASP) is an instructional program designed to ensure that all college students in Texas have the reading, math and writing skills necessary to perform effectively in college courses. One component of the TASP is a diagnostic test of reading, math and writing skills. Answers to the following questions about the TASP are provided: (1) who must take the test; (2) when must these students take the test; (3) when can high school students take the test; (4) what if a student does not pass the test; (5) can an institution use the TASP test as an admission requirement; (6) when and where will the test be administered; (7) how does a student register for the test; (8) when will students receive their test scores; (9) who will receive a copy of the test scores; (10) can scores from another test be used to satisfy the testing requirements; (11) how was the TASP test developed; (12) how and by whom is the test scores; (13) will a study guide be available; (14) where can students get more information about the TASP test and the testing requirement; (15) what are the characteristics of the test; and (16) what skills are measured on the test (descriptions of specific skills are given for reading, fundamental mathematics, algebra, elements of composition, and sentence structure, usage and mechanics). The state law requiring the test is appended. (KM)

ED 305 854 HE 022 389
Reeher, Kenneth R. Davis, Jerry S.
National Association of State Scholarship and Grant Programs. 20th Annual Survey Report, 1988-89 Academic Year.
National Association of State Scholarships and Grant Programs.; Pennsylvania Higher Education Assistance Agency, Harrisburg.
Pub Date—Jan 89
Note—176p.; For the 18th and 19th annual surveys, see ED 296 639-640.
Available from—Pennsylvania Higher Education Assistance Agency, Towne House, 660 Boas St., Harrisburg, PA 17102, Attention: Research and Statistics ($5.00).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Administrative Policy, Black Students, College Students, Comparative Analysis, Eligibility, Graduate Students, *Grants, Higher Education, Hispanic Americans, Low Income Groups, Merit Scholarships, National Surveys, Need Analysis (Student Financial Aid), No Need Scholarships, Postsecondary Education, Private Colleges, Public Colleges, *Scholarships, State Agencies, *State Aid, *State Programs, Statistical Data, *Student Financial Aid, Trend Analysis, Undergraduate Students
The members of the National Association of State Scholarship and Grant Programs (NASSGP) are surveyed annually to collect data on state- and U.S. territory-funded scholarship and grant programs to undergraduate and graduate students to attend public or private postsecondary institutions. The following are among the highlights reported in this year's survey: (1) the expected annual growth rate for need-based aid to undergraduates is slowing, in 1988-89 to only 7.8%, from $1.392 to $1.501 billion; (2) the non-need-based undergraduate grant programs of the 29 states with such programs are expected to increase their award dollars by 17% to $169.8 million; (3) there is some evidence to suggest that support for non-need-based types of aid programs is increasing in several states, even as college costs are increasing and driving financial aid needs upward; (4) one-fourth of the 1988-89 grant programs did not exist 5 years ago; and (5) since 1982, there has been a steady increase in the proportions of grant recipients who are considered independent, from 26% to nearly 37%. Data analyses are grouped under the following headings, each section consisting of a narrative followed by extensive tables of data: comparative program statistics, 1987-88 and 1988-89, and earlier years; policy issues and concerns; distribution of undergraduate need-based aid among student categories; and trends in need-based undergraduate aid dollar volumes by states. A listing of NASSGP officers and a directory of state grant agencies are appended. (KM)

ED 305 855 HE 022 390
Whitmore, Jon, Ed.
Handbook for Theatre Department Chairs.
Association for Communication Administration, Annandale, VA.; Association for Theatre in Higher Education.; Council of Theatre Chairs and Deans.
Report No.—ISBN-0-929506-00-6
Pub Date—88
Note—110p.; Papers presented at the Annual Conference of the Council of Theatre Chairs and Deans (1st, Chicago, IL, August 1987).
Available from—Association for Communication Administration, 5105 Backlick Road, Suite E, Annandale, VA 22003 ($10.00 plus $2.00 handling).
Pub Type— Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Administrator Responsibility, Budgeting, College Curriculum, College Faculty, College Programs, *Department Heads, Departments, Faculty Evaluation, Faculty Promotion, Higher Education, Program Development, Teacher Administrator Relationship, Tenure, *Theater Arts
Based on a workshop for theatre department chairs, guidance on administrative and departmental responsibilities are provided in the following chapters: (1) "Chairs and Deans: Working Together" (J. Robert Wills); (2) "Faculty Evaluation" (Patti P. Gillespie); (3) "Evaluation for Promotion and Tenure" (James M. Symons); (4) "Production Program Administration" (Paul Antonie Distler); (5) "Academic Planning" (Jon Whitmore); and (6) "Budgets and Box Office Management" (Vincent L. Angotti). References and suggested readings are provided at the end of each chapter. (KM)

ED 305 856 HE 022 393
Tuition and Fees in Public Higher Education in the West, 1988-89. Information Series, 13.
Western Interstate Commission for Higher Education, Boulder, Colo.
Report No.—WICHE-2A185
Pub Date—Jan 89
Note—40p.; For earlier annual reports, see HE 022 394-395.
Pub Type— Reports - Descriptive (141) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Community Colleges, *Fees, Graduate Students, Higher Education, In State Students, Out of State Students, *Public Colleges, State Colleges, *Student Costs, *Tuition, Undergraduate Students
Identifiers—*United States (West)
The ninth in an annual series of reports contains tabular presentations of tuition and fee charges for full-time, full-year attendance at public institutions in 15 western states (Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming). Charges are reported for community college students, resident and nonresident undergraduates at four-year institutions, and resident and non-resident graduate students. For each category, student charges are reported for the current and prior academic years (1988-89 and 1987-88) and for 1984-85, to show the percent change over 1- and 5-year periods. Arithmetic averages for specific groups of institutions and states and percentage changes in these averages from previous years are also provided. Highlights of the findings include: (1) tuition and fees continued to increase, and increases varied from 5.4% for nonresident undergraduates and 6.2% for resident graduate students; (2) for community college students, full-time attendance charges increased 5.6% to $689, excluding California; and (3) for nonresident students, tuition and fees are over three times the charges for resident students. (KM)

ED 305 857 HE 022 394
Tuition and Fees in Public Higher Education in the West, 1987-88. Information Series, 12.
Western Interstate Commission for Higher Education, Boulder, Colo.
Report No.—WICHE-2A175
Pub Date—Jan 88
Note—39p.; For related annual reports, see HE 022 393-395.
Pub Type— Reports - Descriptive (141) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Community Colleges, *Fees, Graduate Students, Higher Education, In State Students, Out of State Students, *Public Colleges, State Colleges, *Student Costs, *Tuition, Undergraduate Students
Identifiers—*United States (West)
The eighth in an annual series of reports contains tabular presentations of tuition and fee charges for full-time, full-year attendance at public institutions in 14 western states (Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, Utah, Washington, and Wyoming). Charges are reported for community college students, resident and nonresident undergraduates at four-year institutions, and resident and non-resident graduate students. For each category, student charges are reported for the current and prior academic years (1987-88 and 1986-87) and for 1983-84, to show the percent change over 1- and 5-year periods. Arithmetic averages for specific groups of institutions and states and percentage changes in these averages from previous years are also provided. Highlights of the findings include: (1) tuition and fees continued to increase, and increases varied from 6.1% for nonresident undergraduates and 7.1% for resident graduate students; (2) for community college students, full-time attendance

charges increased 6.7% to $657, excluding California; and (3) for nonresident students, tuition and fees are over three times the charges for resident students. (KM)

ED 305 858 HE 022 395
Tuition and Fees in Public Higher Education in the West, 1986-87. Information Series, 11.
Western Interstate Commission for Higher Education, Boulder, Colo.
Report No.—WICHE-2A161
Pub Date—Jan 87
Note—125p.; For related annual reports, see HE 022 393-394.
Pub Type— Reports - Descriptive (141) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Community Colleges, *Fees, Graduate Students, Higher Education, In State Students, Out of State Students, *Public Colleges, State Colleges, *Student Costs, *Tuition, Undergraduate Students

The seventh in an annual series of reports contains tabular presentations of tuition and fee charges for full-time, full-year attendance at public institutions in 14 western states (Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, Utah, Washington, and Wyoming). Charges are reported for community college students, resident and nonresident undergraduates at four-year institutions, and resident and non-resident graduate students. For each category, student charges are reported for the current and prior academic years (1986-87 and 1985-86) and for 1982-83, to show the percent change over 1- and 5-year periods. Arithmetic averages for specific groups of institutions and states and percentage changes in these averages from previous years are also provided. Highlights of the findings include: (1) tuition and fees continued to increase, and increases continued to exceed the level of overall price increases; (2) for community college students, full-time attendance charges increased 5.9% to $605, excluding California; and (3) for nonresident students, tuition and fees are over three times the charges for resident students. (KM)

ED 305 859 HE 022 396
Abbott, Frank C.
Tuition Reciprocity in the West, Authorizations and Agreements, Fall 1985.
Western Interstate Commission for Higher Education, Boulder, Colo.
Report No.—WICHE-2A152
Pub Date—Dec 85
Note—45p.
Pub Type— Reports - Descriptive (141) — Legal/-Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Community Colleges, Contracts, *Exchange Programs, Higher Education, Institutional Cooperation, *Intercollegiate Cooperation, *Interstate Programs, Out of State Students, State Colleges, *State Legislation, State Standards, *Tuition
Identifiers—Arizona, Oregon, *Tuition Reciprocity, Tuition Waivers, *United States (West), Washington

Following an introductory discussion of tuition reciprocity agreements in the western states and the four types of state authorization of tuition reciprocity, the authorizations of individual states are provided. Five states have authorizations in general terms, and six have authorizations with specific requirements. The tuition reciprocity practices of each of the 14 states are summarized: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, Utah, Washington, and Wyoming. Appended are two sample formal agreements (Arizona-Washington and Oregon-Washington) and a memorandum of agreement for the interstate exchange of community college students. (KM)

ED 305 860 HE 022 398
Expanding Undergraduate Opportunities through Reciprocity. A Western Focus.
Western Interstate Commission for Higher Education, Boulder, Colo.
Pub Date—May 87
Note—77p.
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Access to Education, Cooperative Planning, Educational Cooperation, Higher Education, Institutional Cooperation, *Interstate Programs, Regional Characteristics, *Regional Cooperation, *Shared Resources and Services, State Programs, State Surveys, *Statewide Planning, Tuition, Undergraduate Study
Identifiers—*Reciprocity, *United States (West)

A rationale and relevant information for dealing with interstate reciprocity and resource sharing in higher education are provided with a focus on western states. The educational needs of the West continually change, and new options to meet such needs must be examined. Background materials for states to use in considering and designing expanded reciprocal interstate relations and exchange mechanisms are presented. Topics of four chapters are as follows: (1) reciprocity as a concept and reciprocity in action (state goals for higher education and roles for reciprocity); (2) student exchanges based on reciprocal tuition reductions (tuition reciprocity in the west, the "Academic Common Market" agreement among the states of the Southern Regional Education Board, and the "Regional Student Program" of the New England Board of Higher Education); (3) the context for reciprocity in the West: population trends, enrollments, and student charges; and (4) state student residency requirements and patterns in student movement among and between western states. Appended are state policies for resident and nonresident tuition status. Includes 23 tables. (SM)

ED 305 861 HE 022 399
The Future of Higher Education. A Symposium Presented by the Western Interstate Commission for Higher Education (Denver, Colorado, December 4, 1985).
Western Interstate Commission for Higher Education, Boulder, Colo.
Report No.—WICHE-2A157
Pub Date—Sep 86
Note—36p.
Pub Type— Collected Works - Proceedings (021) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Demography, Economic Factors, Educational Demand, *Educational Economics, Educational Improvement, Excellence in Education, *Futures (of Society), Global Approach, *Higher Education, Long Range Planning, Minority Group Children, Minority Groups, National Programs, *Regional Planning
Identifiers—United States (West)

This report of a symposium includes the remarks of two nationally-known speakers on topics affecting the future of higher education in the West and across the nation, and a summary of panel response offering the perspectives of western educators and business people. The first speaker, Harold Hodgkinson, discusses dramatic demographic trends, notably the huge increases in the numbers of minority students now in elementary schools who will soon enter higher education institutions. He emphasizes potential costs to society and education if states and institutions are unprepared. The second speaker, Anthony Carnevale, addresses the changing shape of the national economy and its relation to global economy. He identifies economic, human, and learning issues needing careful state and institutional response. Panelists emphasize the need for western higher education to be ready to accommodate the economic and demographic realities thus identified. Issues to be addressed include the West's potential for economic diversification and the importance of maintaining the content and quality of the existing curriculum rather than changing it to fit special needs of minorities. The panelists recommended that individual institutions establish special programs to reach and retain minority students in secondary schools, and that the higher education and secondary education communities establish closer relations to ensure better prepared students. (SM)

ED 305 862 HE 022 400
Northrop, Celeste
An Educational Strategy in the Face of Census Fluctuations in a Mental Health Setting.
Pub Date—Mar 89
Note—16p.
Pub Type— Reports - Descriptive (141) — Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Allied Health Occupations Education, *Clinical Experience, Curriculum Design, Educational Strategies, Experiential Learning, Higher Education, Learning Experience, *Mental Health Programs, *Nursing Education, Psychiatry, Quality Control, *Student Experience
Identifiers—Florida International University, Monitoring

A program was initiated by the psychiatric faculty at the Florida International University School of Nursing to help provide students with clinical practice experience in the face of fewer in-patient facilities. When the student population cannot be absorbed, the faculty must provide optional experiences that meet the students' clinical objectives. In the Florida program, there were disruptions in the student's ability to interact on a reasonably consistent basis with one or more clients, so the overall objectives of the program were to maintain the clinical objectives for the negotiated number of students at the facility, provide supervision and role modeling, and facilitate educational diversity. To maintain a clinical focus on the nursing process, the faculty designed a student activity that focused on the development and utilization of a student generated, self-directed nursing process quality assurance monitor. Upon completing the assignment, the student had to author a generic nursing care plan for a psychiatric population, develop a nursing monitor using selected parts as audit criteria, monitor at least three closed charts, present the results to peers, and develop a summary report for the facilities' nursing quality assurance activity. Positive outcomes of this activity include the opportunity it gave students to experience the nursing process from the development of the generic nursing care plan to monitoring and reporting results. Contains 10 references. (SM)

ED 305 863 HE 022 401
Earl, Archie W., Sr.
A Retrospective of the Effect of Financial Aid on College and University Enrollment During a Period of Steady-State and Decline.
Pub Date—[89]
Note—41p.
Pub Type— Information Analyses (070) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Admission Criteria, *College Choice, College Graduates, Community Colleges, *Enrollment Influences, Enrollment Trends, Financial Support, Higher Education, National Surveys, Private Colleges, Public Colleges, Regional Characteristics, *Retrenchment, School Holding Power, State Surveys, Stopouts, Student Attrition, *Student Financial Aid, Transfer Students

An examination of the effect of financial aid on college and university enrollment during a period of steady-state and decline is presented with a focus on the student's decision to go or not to go to college, to matriculate at a private or public college, to attend an in-state or out-of-state school, to transfer from a community college to a four-year college, or to go to graduate or professional school. Student financial aid is analyzed in terms of its effect on admissions policies, attrition and retention rates, stop-out rates, transfer rates, and graduate rates. Retrospective analysis is used to determine the effects, and literature related to student financial aid and published between 1970 and 1981 is reviewed. National, statewide, institutional, and districtwide studies are included. Most studies using a national or statewide base find financial aid significantly affects enrollment in American colleges and universities. Funding for both private and public higher education is ultimately tied to enrollment. Financial aid has been found to be a significant factor in the recruitment and retention processes, and it also helps students decide whether to attend a public or private institution. It will become even more important as institutions of higher education dip deeper into the lower socioeconomic groups in order to compensate for predicted enrollment deficits. With enrollments and financial aid decreasing, many private institutions will be hard pressed to find students unless the trend is reversed. Contains 21 references. (SM)

ED 305 864 HE 022 402
R3: The Refocusing, Rebalancing, and Refining of Michigan State University. Internal Discussion Paper. Document Version 2.0.
Michigan State Univ., East Lansing.
Pub Date—23 Jan 89
Note—68p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Administrative Change, Change Strategies, *College Planning, Educational Assessment, Educational Change, Educational Plan-

ning, Educational Quality, Higher Education, *Institutional Survival, Long Range Planning, *Organizational Change, Organizational Objectives, *State Universities
Identifiers—*Michigan State University, *Strategic Planning
An overview of Michigan State University's (MSU) Refocusing, Rebalancing, and Refining (R3) process is presented. R3 is a concerted effort to assure that MSU is doing the right things at the right time, addressing the changes which are exerting powerful influences on MSU's future. It is also a document describing the strategic planning process. The participation of support service and academic program units, all faculty and staff, students, and representatives from various constituencies which MSU serves is necessary for a successful university-wide process. The impetus for R3, its goals, the status of the R3 document, the status of the R3 process, and future directions for the process of R3 are described. Ten sections look at: vision in planning–refocusing, rebalancing, and refining; the state of the university; the challenge of change; the external environmental context for R3; the internal environment context for R3; the principles of R3; outcomes and expectations of R3; R3 evaluations, projects, proposals; the self-study framework; and review of university goals and unit plans. Five attachments making up the bulk of the document provide information in the following areas: the universities and the environmental tendencies affecting their constituents; financial variables, trends, and 1989-1990 preliminary budget considerations; self-assessment framework and general issues for study and deliberation; university goals, mission statement, and general fund budget planning principles; and budget and planning accomplishments and events: the R3 process. (SM)

ED 305 865 HE 022 403
Scott, Robert A.
International Education and School Reform: Where Do We Go From Here?
Pub Date—12 Apr 89
Note—5p.; Paper presented at the National Governor's Association Conference, "Beyond Our Borders" (New Brunswick, NJ, April 11-12, 1989).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cross Cultural Studies, *Educational Change, Futures (of Society), *Global Approach, Higher Education, Improvement, International Cooperation, *International Education, *Literacy, Long Range Planning, World Affairs
Identifiers—Strategic Planning
Future directions for international education and school reform are discussed, noting ways in which assumptions about the need for global literacy and proposed policies fit into the nationwide school reform movement. Imperatives include national security, economic competitiveness, environmental interdependence, the increasing ethnic and religious diversity of towns and schools, and peaceful, respectful relations between nations. Some of the important principles mentioned are: international education should be pervasive throughout the curriculum; it must be paired with multicultural education and foreign languages; teachers must be involved and empowered; and people must learn from one another and continue productive discussions. Suggestions for a timetable for global literacy for all students by the year 2000 include the following: by 1990 increase to 50 the number of states with a mandate for international education; by 1991 convene a state level Governor's summit conference on international education in each state; by 1992 convene a governor's national summit conference to assess progress; by 1993 publish each state's long-range strategic plan for international education to the year 2000 and beyond; by 1994 prepare recommendations for legislative appropriations in support of each state's plan; and from 1995 to 1999 use the knowledge and plans produced to develop a year by year schedule and to complete the actions recommended by the National Governor's Association. (SM)

ED 305 866 HE 022 404
Harman, Kay M.
Using Culture To Understand Conflict within a University: Professional versus Academic Values in University Professional Schools in Australia.
Pub Date—Mar 89
Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Environment, Higher Education, Law Schools, Medical Schools, Music, *Professional Education, Research, Role Conflict, Schools of Education, Social Studies, *Teaching (Occupation), *Values
Identifiers—*University of Melbourne (Australia)
The idea that professional schools represent a sector where two particular sets of conflicting norms are clearly apparent is discussed. Teaching staff in university professional schools inhabit an ambivalent cultural world. Their dual mandate requires commitment to traditional academic norms and scholarship through the disciplines along with commitment to the transmission of distinctly vocational skills and attitudes. Conflicts commonly experienced by teaching staff in the schools of medicine, law, social studies, music, education, and environmental planning at the University of Melbourne are examined. Three sections look at the following: (1) tensions between teaching and research (balancing theory and practice, conflicting ideologies); (2) tensions induced by the influence of the practicing professions on professional schools (courses, divided loyalties involving professional association activity); and (3) tensions between professional schools and nonprofessional fields (involvement in university matters, university ignorance of professional school activity). Findings suggest that university leaders who are mindful of the cultural origins of and are sensitive to the tensions between the conflicting roles are more likely to develop strategies that minimize symbolic separation and ensure the survival and growth of both the academic-scholarly and practice-oriented cultures. Contains 11 references. (Author/SM)

ED 305 867 HE 022 405
Report to the New Jersey Board of Higher Education on the Results of the New Jersey College Basic Skills Placement Testing, Fall 1988 Entering Freshmen.
New Jersey State Dept. of Higher Education, Trenton. New Jersey Basic Skills Council.
Pub Date—17 Feb 89
Note—102p.
Available from—Basic Skills Assessment Program, New Jersey Department of Higher Education, 20 West State Street, CN 542, Trenton, NJ 08625.
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Academic Achievement, *Basic Skills, College Bound Students, *College Freshmen, Communication Skills, Higher Education, High School Graduates, Mathematics Skills, *Minimum Competency Testing, *Outcomes of Education, Performance, Public Colleges, State Surveys, Student Evaluation, Verbal Ability
Identifiers—*New Jersey Basic Skills Placement Test
The 11th annual report from the New Jersey Basic Skills Council provides information on the level of basic skills (verbal, computation, and elementary algebra) among freshmen admitted to New Jersey's public colleges and universities. Proficiency levels are estimated from performance on the New Jersey College Basic Skills Placement Test (NJCBSPT). Results are presented by: statewide findings (upward trend in elementary algebra); college sectors; recent high school graduates (11-year trends, results by high school program, and high school mathematics and college proficiency); 1988 high school graduates and homework (amount of homework, homework and proficiency, and comparison of NJCBSPT data with National Assessment of Educational Progress findings); non-recent high school graduates; and demographic information. The methods of disseminating study results are discussed, and outcomes of skills-deficient students in college are noted. The percentages of underprepared students entering institutions of higher education continue to be large, and test results and demographic characteristics of the students stable. There have been slight upward trends statewide in elementary algebra, and in verbal skills and communication at the more selective institutions. Appended are a description of the NJCBSPT, a list of participating independent colleges/universities, an explanation of NJCBSPT year to year score equating, NJCBSPT mean scaled scores 1978-1988, and a description of the proficiency levels established by the Basic Skills Council. (SM)

ED 305 868 HE 022 406
Trivoni, Lea, Ed.
The Planning and Grants Committee Annual Report No. 14, Academic Year 1986-1987.
Council for Higher Education, Jerusalem (Israel).
Pub Date—Apr 88
Note—99p.; English version translated and edited by Yael Atiyah. For an earlier report, see ED 205 137.
Pub Type— Reports - Descriptive (141) — Numerical/Quantitative Data (110) — Translations (170)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—College Faculty, College Students, Degrees (Academic), Educational Finance, *Educational Planning, Educational Quality, Financial Support, Foreign Countries, Government Role, Grants, Institutional Cooperation, *Postsecondary Education, Research, Resource Allocation, Student Financial Aid, Student Loan Programs
Identifiers—*Israel
Prefaced by a review by the Chairman and a report by the Director-General of Israel's Planning and Grants Committee (PGC), this document contains nine chapters describing: (1) the Planning and Grants Committee; (2) the country's higher education system in 1986/87; (3) planning, information, and new units; (4) the higher education budget; (5) allocations to encourage research and excellence; (6) allocations to encourage inter-university cooperation; (7) aid to students; (8) other allocations; and (9) the PGC and the government and the Knesset (parliament). Ten appendices provide information on: subjects discussed at meetings of the PGC in 1986/87; subjects discussed at meetings of the Council for Higher Education in 1986/87; fields of study in the institutions of higher education; students in universities 1969/70-1986/87; students in non-university institutions of higher education 1983/84-1986/87; students in universities by level and field of study; recipients of degrees from universities 1969/70-1985/86; recipients of degrees from non-university institutions of higher education 1982/83-1985/86; active university staffs according to budgetary source; and staff in non-university institutions of higher education 1985/86. (SM)

ED 305 869 HE 022 407
Higbee, Jeanne L. And Others
Serving Learning Disabled Students Within and Outside the Classroom.
Pub Date—Mar 89
Note—15p.; Paper presented at the Annual Conference of the American College Personnel Association (Washington, DC, March 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Failure, *College Students, Developmental Disabilities, Dyslexia, Educational Diagnosis, Helping Relationship, Higher Education, Language Handicaps, *Learning Disabilities, *Learning Problems, Mathematics Skills, Perceptual Handicaps, Reading Difficulties, Social Support Groups, *Student Adjustment, Student Personnel Services, Teacher Role, Writing Difficulties
Information on types of learning disabilities (i.e. dyslexia and dyscalculia) is presented to help professionals in the field of higher education learn about how to identify learning disabled (LD) students, appropriate accommodations and modifications, special services, resources for referral, policy implications, and legal issues. Due to improved special education programs in kindergarten through 12th grade, LD students are enrolling in college in increasing numbers. Some have never been previously identified because they have been able to adapt until challenged by the rigors of college level work. Swift identification may be crucial for the student who has the ability to succeed with the assistance of support services. Information on relevant federal legislation and legal definitions of LD is provided. Potential LD symptoms are discussed in regard to written language, oral language, reading, mathematics, thinking and reasoning, behaviors, and personal growth. A list of 21 classroom modifications includes establishing study and support groups, providing lecture notes in advance, and giving extended deadlines for assignments. Six policy implications consider admissions, evaluation, registration, degree requirements, classroom modifications/accommodations, and provision of support services on campus. Contains 18 references. (SM)

ED 305 870 HE 022 409

Lewis, Laurie L. Farris, Elizabeth
Undergraduate General Education and Humanities Requirements. Higher Education Surveys Report. Survey Number 7.
Westat Research, Inc., Rockville, Md.
Spons Agency—Department of Education, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.; National Science Foundation, Washington, D.C.
Pub Date—Jan 89
Note—62p.
Pub Type— Tests/Questionnaires (160) — Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Associate Degrees, Bachelors Degrees, College Credits, *Degree Requirements, *General Education, Higher Education, *Humanities, National Surveys, Required Courses, Two Year Colleges, *Undergraduate Study
Identifiers—Higher Education Surveys

The report presents data from a nationwide survey conducted in spring 1988 to obtain information about undergraduate general education and humanities requirements in U.S. colleges and universities for students entering in 1983-84 and 1988-89. Two sections of the report focus on general education requirements at four-year schools and general education requirements at two-year schools. Each section considers presence of requirements in selected academic areas, credit hour requirements, and structure of general education requirements. Highlights of the survey include the following: (1) in 1988, 96% of the baccalaureate-granting four-year U.S. colleges had general education requirements for all undergraduate degrees; (2) students entering four-year colleges in 1988-89 must take an average of 52.1 semester credit hours in general education; (3) in 1988, 90% of associate degree-granting two-year schools required all degree candidates to take some general education courses to graduate; and (4) students entering two-year schools in 1988-89 must take an average of 30.5 semester credit hours in general education. Appended are detailed tables, technical notes concerning higher education surveys, survey methodology, reliability of survey estimates, school type relationships, and the survey questionnaire. (SM)

ED 305 871 HE 022 410
Dawson-Threat, Janice
Recommended Reading Resources for the New Agenda of Women for Higher Education.
Pub Date—7 Feb 89
Note—31p.; Prepared for the Region IV-East National Association of Student Personnel Administrators Regional Conference (Indianapolis, IN, February 5-7, 1989).
Pub Type— Guides - Non-Classroom (055) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Advocacy, Civil Rights, College Administration, College Faculty, College Students, Educational Planning, *Employed Women, Equal Education, Equal Opportunities (Jobs), Females, *Feminism, Higher Education, Institutional Role, Leadership, Minority Groups, *Sex Discrimination, Sexual Harassment, Social Support Groups, *Womens Education
Identifiers—New Agenda of Women for Higher Education

A reading resource guide prepared to assist in the education and preparation of persons interested in advancing the ideas expressed in "The New Agenda of Women for Higher Education: A Report of the ACE Commission on Women in Higher Education" (1987) contains approximately 200 citations. Titles are organized according to "The New Agenda's" 15 agenda items. These include the following: correct inequities in hiring, promotion, tenure, and salary of women faculty, administrators, and staff; provide a supportive campus climate for women; make a permanent institutional commitment to women's studies; review all policies for effect on majority women and minority women and men; integrate impact studies into the planning process; give specific attention to sexual harassment; prepare an annual status report; initiate a campus values inventory; develop an institution-wide concern for children and families; appreciate the value of diversity; make leadership development and commitment to fostering women's leadership joint priorities; and establish or reaffirm the commitment to a Commission on Women. All resources are currently available through libraries that maintain education related text and microfiche. A review of the original document "The New Agenda of Women in Higher Education" is also included. (SM)

ED 305 872 HE 022 411
Seldin, Peter
How Colleges Evaluate Professors. 1988 vs. 1983.
Pub Date—Mar 89
Note—6p.
Available from—American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($3.00).
Journal Cit—AAHE Bulletin; v41 n7 p3-7 March 1989
Pub Type— Journal Articles (080) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Faculty, College Instruction, Educational Assessment, *Faculty Evaluation, Higher Education, *Job Performance, Liberal Arts, Peer Evaluation, Personnel Evaluation, Self Evaluation (Individuals), *Teacher Improvement

Significant changes that have occurred in the evaluation of overall faculty performance and classroom teaching performance between 1983 and 1988 are discussed from the viewpoint of a 1988 study that surveyed all accredited, four-year undergraduate, liberal arts colleges listed in the "Higher Education Directory". For years, faculty evaluation has carried the cachet of serving a useful purpose, but never before has it carried the make-or-break intensity it does on the campus today. How an institution appraises a professor's performance has assumed new importance since a professional life may depend on it. Significant study findings include the following: classroom teaching is the most important consideration in the evaluation of overall faculty performance; systematic student ratings are the second most important information source in appraising classroom teaching performance, faculty committees are crucial in evaluating teaching; self-evaluation has picked up considerable support; and classroom visits have gained significantly in importance. Since 1983, only limited change has taken place in the evaluation of overall performance, but considerable change has occurred in the evaluation of classroom teaching. A direct outgrowth of improved evaluation practices will be improvement in teaching performance. Tables are included. (SM)

ED 305 873 HE 022 413
Wanat, Carolyn L. Bowles, B. Dean
College Choice and Recruitment of Wisconsin's All State Academic Scholars.
Pub Date—31 Mar 89
Note—36p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academically Gifted, Academic Aspiration, Advanced Students, *College Bound Students, *College Choice, College Students, Decision Making, Educational Finance, Family Influence, Higher Education, High Schools, Institutional Characteristics, Out of State Students, Scholarship, State Surveys, Student Mobility, *Student Recruitment
Identifiers—All State Scholars Program (Wisconsin), *University of Wisconsin System, Wisconsin

Information on a study examining the college choice process for academically talented students is presented, focusing on the University of Wisconsin (UW) System's recruitment of All State Academic Scholars. Recognition for academic excellence is the goal of their All State Scholars Program. UW is concerned about a brain drain from the state because nearly half of the 1987 All State Scholars chose to attend college outside Wisconsin. Virtually all researchers of college choice agree institutional characteristics are of primary importance in selecting a college, regardless of student academic ability, and financial constraints are secondary. Other factors include personal considerations, parents, campus qualities, and recruitment tactics. In the UW study, researchers interviewed the 1987 Scholars about factors that helped determine their college choice, their high school programs and college preparation, and the All State Academic Scholars Program. They were asked to discuss family role, friends and counselors, college contacts, personal factors, high school preparation, Byrd Scholarship, recognition via the Scholars Program, family profiles, early plans and decisions, college reputation, and personal attention. Recommendations of the study include early recruitment, focused and direct marketing efforts, promoting academic reputation, employing a personal touch, stressing career interests, confronting the size issue, demystifying scholarships, assuring excellent high school preparation, and doing further research. Contains 29 references. (SM)

ED 305 874 HE 022 414
Mann, Mary Pat
An Analysis of Faculty Goals: Personal, Disciplinary, and Career Development Decisions.
Pub Date—Mar 89
Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Rank (Professional), Aspiration, *Career Development, *College Faculty, *Goal Orientation, Higher Education, *Individual Development, Long Range Planning, *Objectives, Professional Development, Success, Vocational Maturity

A series of explorations of faculty goals drawn from a survey of academic careers is described, providing a view of academic career goals as the faculty see them. The study was conducted at a mid-sized comprehensive state university in the rural midwest. Data were collected as part of a 1984 survey of critical events in faculty careers. Faculty were asked to list their short-term and long-term goals and discuss their educational and career histories and provide such basic demographic data as age, sex, and marital status. Information was gathered on the following goals: educational, professional, curricular, teaching, research, writing and publishing, administrative, professional practice and service, retirement, and life away from work. Results include the following: faculty share a common core of goals for professional advancement, research, writing and publishing, and teaching; the absence of goal differences on the basis of sex or marital status is notable; faculty of different ages and different stages of disciplinary, academic, and institutional tenure hold significantly different career goals; goals that are not closely linked to a particular career dimension may need to be studied from several perspectives; and a multidimensional approach to the study of academic careers offers a more complete picture of how faculty pursue professional goals. Appended are: statistics from the survey on faculty career goals; a correlation matrix for all variables considered in the analysis; and a table showing the average number of goals listed in each career stage. Contains 24 references. (SM)

ED 305 875 HE 022 415
Jacobsen, Rhonda Hustedt
The Impact of Faculty Incentive Grants on Teaching Effectiveness.
Pub Date—31 Mar 89
Note—16p.; Paper presented at the Aannual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Faculty, Educational Finance, Educational Quality, Higher Education, *Incentive Grants, Questionnaires, Student Evaluation of Teacher Performance, Teacher Behavior, *Teacher Effectiveness, Teacher Evaluation
Identifiers—Assessment of Performance In Teaching

Data on how teaching effectiveness is affected by faculty incentive grants are presented based on a study of a faculty incentive program at Messiah College in Pennsylvania. Its "Excellence in Teaching" program offers awards of up to $5000 each annually to four faculty members based on student evaluations of teaching performance. Applicants must show evidence of effective advising, submit a course evaluation completed by a peer, and have a letter from the department chair indicating quality teaching and advising. They must also submit a proposal for how the money will be used (travel, research, or professional development project). Data for the statistical analysis were drawn from the faculty evaluation instrument Instructional Development and Effectiveness Assessment (IDEA). Each faculty member must have two courses each semester evaluated via IDEA. Summary institutional data for 20 instructional categories provided by the IDEA system were interpreted to see if there was a change in

teacher effectiveness ratings during the years the grant program had been in effect. Individual teaching effectiveness measures were compared during the grant program time. Qualitative data were drawn from 10 faculty interviews asking for impressions of the grant program. Results indicate the following: the introduction of the incentive program has had no significant impact on teaching effectiveness; informative use of such rewards may increase motivation; and the program reflects an institutional desire to increase publishable works by faculty. Tables and the questionnaire are included. Contains 11 references. (SM)

ED 305 876 HE 022 416
Hayon, Lya Kermer
To Be or To Desist-Dilemmas Encountered by University Professors.
Pub Date—Mar 89
Note—15p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, CA, March 27-31 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Background, *College Faculty, *Conflict Resolution, Higher Education, Individual Differences, Knowledge Level, *Problem Solving, *Professors, Research, Technological Advancement
Identifiers—Dilemma Discussion Approach
A study attempting to disclose dilemmas encountered by university professors as a means of better understanding their inner world is discussed. The nature of these dilemmas is investigated via the thinking aloud technique. Twelve subjects were asked to think aloud about dilemmas they encountered in their work, and the flow of thoughts was protocolled verbatim and subjected to content analysis. The topics of dilemmas were divided into three categories, in descending order of frequency: knowledge (old and new, academic interests, general liberal education and professional education, quality and equality, specialization and integration, disciplines, and teaching); computers (old and new and fear of neglect of values and ideology); and research (quantitative and qualitative research methods and research addiction). All of these dilemmas entailed a time element. The rapid growth of knowledge that characterizes this era generated several needs which in turn brought forth the dilemmas mentioned. Differences among faculties as well as individual differences emerged. Out of the 12 personal profiles, two disclosed some salient and idiosyncratic characteristics. The distribution of dilemmas among faculties shows members of the social sciences faculty seem to encounter a larger range of dilemmas as compared to their colleagues in the other faculties. New technologies and accumulation of knowledge do not affect the humanities as much as other areas. Contains 18 references. (Author/SM)

ED 305 877 HE 022 417
Student Data Report. Oklahoma Higher Education 1987-88.
Oklahoma State Regents for Higher Education, Oklahoma City.
Pub Date—Dec 88
Note—101p.; For earlier reports, see ED 256 283 and ED 264 810.
Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—College Bound Students, College Freshmen, *College Students, Educational Finance, *Enrollment Trends, Full Time Equivalency, Geographic Distribution, *Higher Education, Longitudinal Studies, Private Colleges, Public Colleges, Racial Factors, State Surveys, *Student Characteristics, Student Financial Aid, Transfer Students, Undergraduate Study
Identifiers—*Oklahoma
The sixth annual publication of comprehensive student data derived from the Oklahoma State Regents' United Data System is presented. The report provides primary measures of student involvement in higher education in the following seven sections: introduction; movement into college; enrollments; student distribution; student progression; student transfer; and financial aid. In one major respect, this report differs from previous ones of similar nature because its tables and figures are mainly summaries of existing and often vastly comprehensive data reports. Thus, it is not only a self-contained document but an index to sources of comprehensive data that could be useful to state system administrators. Among the important enrollment statistics and trends are the following: females continue a trend and outnumbered males in 1987-88 by a ratio of 53 to 47; public institutions' full-time equivalent enrollments were up 0.7% in 1987-88 over 1986-87; public institutions' fall 1987 headcount enrollments were next to the highest in a decade, exceeded only by fall 1983; the enrollment of nonresident aliens in public institutions continues to decline; Oklahomans comprised 91% of the students in the public sector in fall 1987; loans continued to increase as sources of financial aid dollars in 1986-87 while student employment continued to decline. (SM)

ED 305 878 HE 022 419
Boyer, Carol M. Ewell, Peter T.
State-Based Case Studies of Assessment Initiatives in Undergraduate Education: Chronology of Critical Points.
Education Commission of the States, Denver, Colo.
Spons Agency—American Association for Higher Education, Washington, D.C.
Report No.—ECS-PS-88-3
Pub Date—Apr 88
Note—14p.; For related document, see HE 022 420.
Available from—Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295 ($3.00, order no. PS-88-3).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Accountability, *Case Studies, Conferences, *Educational Assessment, *Educational Quality, *Higher Education, Longitudinal Studies, Needs Assessment, Outcomes of Education, Reports, *State Action, State Legislation, State Surveys, Undergraduate Study
Identifiers—*College Outcomes Assessment, Colorado, Missouri, New Jersey, South Dakota, Virginia
The Education Commission of the States (ECS) together with the American Association for Higher Education recently conducted five case studies of state-based approaches to assessment in undergraduate education in Colorado, Missouri, New Jersey, South Dakota, and Virginia. The case studies, in turn, are part of the Missouri Governor John Ashcroft's college quality initiative as the 1987-88 chairman of ECS. A chronology of critical points for the assessment initiative as it has unfolded in each of the case study states is presented as follows: (1) Colorado (e.g., the May 1986 conference on outcomes assessment sponsored by the University of Colorado); (2) Missouri (e.g., in the summer of 1986, the Council on Public Higher Education engaged the services of an outside consultant to anticipate action on the issue of assessment); (3) New Jersey (e.g., October 1986, the College Outcomes Evaluation Program sponsored its first statewide conference on assessment in New Jersey); (4) South Dakota (e.g., June 1987, following considerable institutional criticism and a change in Board leadership, the Board of Regents approved three major changes in the statewide testing program); and (5) Virginia (e.g., July 1987, institutional assessment plans were reviewed by the State Council of Higher Education in Virginia staff and three outside consultants). (SM)

ED 305 879 HE 022 420
Boyer, Carol M. Ewell, Peter T.
State-Based Approaches to Assessment in Undergraduate Education: A Glossary and Selected References.
Education Commission of the States, Denver, Colo.
Report No.—ECS-PS-88-2
Pub Date—Mar 88
Note—10p.; For related document, see HE 022 419.
Available from—Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295 ($3.00, order no. PS-88-2).
Pub Type— Reference Materials - Bibliographies (131) — Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Accountability, Case Studies, Decision Making, *Educational Assessment, Educational Planning, Educational Policy, Educational Quality, *Higher Education, *Measurement Techniques, Outcomes of Education, Program Evaluation, *Program Implementation, *State Action, Undergraduate Study
Identifiers—*College Outcomes Assessment
A glossary providing a common set of definitions for thinking and talking about assessment policy in undergraduate education is presented. Terms with more general meaning are defined only in this specific context. This glossary was developed as part of a series of Education Commission of the States case studies of state-based approaches to assessment in undergraduate education. The glossary defines terms falling under the following three general categories: (1) implementation of assessment programs (i.e. assessment plan, basic skills, college outcomes assessment, exit examinations, retention, general intellectual skills, unit record system, and value-added); (2) applications of assessment to decision making (i.e. accountability, certification, consumer protection, gatekeeping, mandatory placement, performance funding, rising junior examination, and student tracking); and (3) measurement terms relevant to assessment policy (i.e. forced-choice, free-response, indicator, norm-referenced testing, peer comparison, reliability, standardized testing, sub-score, testing, and validity). Contains 14 references. (SM)

ED 305 880 HE 022 421
Cain, Carol And Others
Dyslexics at Brown. A Student Perspective. Third Edition.
Brown Univ., Providence, R.I.
Pub Date—Jun 87
Note—26p.
Available from—Dyslexics at Brown, Box 1825, Brown University, Providence, RI 02912 (one copy free, multiple copies $1.00 each).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Deans, Administrative Policy, College Faculty, *College Students, Computer Uses in Education, Counseling Techniques, Curriculum, *Dyslexia, Higher Education, Language Handicaps, *Learning Disabilities, *Perceptual Handicaps, Reading Difficulties, Self Esteem, Study Habits, Teacher Role, Teacher Student Relationship
Identifiers—*Brown University RI
An account of what it means to be a dyslexic student in higher education, put together by a group of Brown students who are dyslexic, is presented in an attempt to make the Brown community aware of dyslexia, its symptoms, and some study strategies for coping with it. Some of the resources that Brown offers its student body are listed. Nine sections focus on the following: (1) definition of dyslexia; (2) classic symptoms (reading, writing difficulties, spelling, speech, oral and written word association, coordination/orientation, memory, concentrating, testing, mathematics, foreign language learning, and psychological barriers); (3) faculty involvement; (4) the Brown curriculum; (5) study for success (general study habits, scheduling, taking notes, reading books, studying for exams, and writing a paper); (6) computer word processing; (7) counseling; (8) deans; and (9) administrative policies. It is noted that though dyslexics are often at a disadvantage in the academic, literate environment, the dyslexia should not be a barrier to getting a liberal arts education. Contains 20 references. (SM)

ED 305 881 HE 022 422
Silver, Gerald
Using Advisory Boards in Academic Administration.
Pub Date—Nov 88
Note—12p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Tulsa, OK, October 31-November 5, 1988).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administration, *Advisory Committees, Alumni, *Community Involvement, *Consultants, Higher Education, Policy Formation, School Business Relationship, Volunteers
When universities and colleges approach alumni and other segments of the public for advice, particularly pertaining to academic areas, any branch of the academic administration can tap the expertise of people whose valuable insights might otherwise be unavailable. Such a volunteer advisory board works well at all levels. It can link the academic community to the external community by sharing the insights and expertise achieved through life and work experience. This board exists only to give advice and has no practical power to set policy or pass judgment on personal matters. Members are moti-

vated to serve because it is an honor to be invited and because they can help reform or improve the quality of academic programs so they better meet contemporary needs. The chief officer of the academic unit that an advisory board serves is a good person to direct it. In order to organize a board, it is necessary to get to know the administrators in the alumni office and to strive for a healthy mix of non-alumni and alumni. Members should be appointed to a term with a fixed length (generally 3 years). The board should meet as often as practical since it consists of employed volunteers. Activities should be scheduled that offer intellectual and social stimulation without being overly taxing. Attached are a memo inviting members of the business community to join the Ohio University College of Business Administration Board of Visitors, a sample schedule a 2-day semiannual meeting and a sample certificate. (SM)

ED 305 882 HE 022 423
Tellep, Michele M.
Curriculum Evaluation: An Historical Approach.
Pub Date—[89]
Note—12p.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum Development, *Curriculum Evaluation, Educational Objectives, *Educational Quality, Higher Education, Innovation, *Program Effectiveness, Social Influences

An historical background on curriculum evaluation including terms as they were introduced is presented. The historical approach provides a sense of continuity and direction, and historical perspectives offer necessary references for future curriculum study. Curriculum evaluation at the turn of this century emphasized the testing and measurement methodology as a kind of product control. Between 1930-1960, curriculum evaluation included a variety of evidence on student performance and program effectiveness. In the 1960s, the terms formative and summative were related to the evaluation process. By the early 1970s, researchers in the field emphasized the lack of balance between theoretical and empirical papers on curriculum evaluation, which led to determining curricular conditions that affect the nature of evaluation and its limits. The idea of illuminative evaluation was introduced in the late 1970s. At this time, the trend in curriculum evaluation moved away from a formal model or recipe. This trend coincided with the accountability movement of the 1970s when society assigned increased responsibilities and resources to education. The importance of the ongoing process of critical review and revision was stressed in this period. In the 1980s, the search is for a qualitative analysis. One best system for doing curriculum development and evaluation has not proven to be a fruitful goal. Contains 18 references. (SM)

ED 305 883 HE 022 424
Nunez-Wormack, Elsa And Others
Annual Report on Freshmen, 1987: The College of Staten Island/CUNY.
City Univ. of New York, Staten Island. Coll. of Staten Island.
Pub Date—89
Note—28p.
Available from—Office of Freshman Programs, The College of Staten Island/CUNY, 715 Ocean Terrace, Staten Island, NY 10301.
Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*College Freshmen, College Students, Comparative Analysis, Demography, English (Second Language), Full Time Students, Grade Point Average, Higher Education, High School Students, Individual Characteristics, Part Time Students, Remedial Instruction, School Holding Power, *Student Characteristics, Student Evaluation, Undergraduate Students, *Urban Universities
Identifiers—*City University of New York Coll of Staten Island

The second annual report on freshmen at the College of Staten Island (CSI), City University of New York is presented. Data are largely descriptive and focus on the academic nature of the class. Statistical comparisons to the previous class are included to offer a broad picture. Six sections focus on full-time student profile, full-time student performance, full-time student retention, part-time student profile, part-time student performance, and part-time student retention. Tables include age by gender, comparison by age, high school average, curriculum choices, grades in remedial courses, and retention 1986 and 1987. Three graphs are overall high school average, grade point average (GPA), and GPA and high school average. Significant findings include the following: 89% of all full-time freshmen were under 21 years of age, and 90% lived with their parents; 70% of students who left the college were in academic difficulty after 1 year; retention of 1986 full-time freshmen after 2 years increased 4.2% over the previous 4-year period; there was an 8% increase in Technology/Engineering enrollments in 1987; 50% of part-time students attended classes during the day; and 75% of part-time students in remedial mathematics courses failed. It is noted that CSI is particular in having an island location and having a distinctive emergence as a four-year institution from the merger of already existing upper and lower division colleges. (SM)

ED 305 884 HE 022 427
Scott, Robert A.
The President as Sociologist as President.
Pub Date—17 Mar 89
Note—6p.; Paper presented at the Annual Meeting of the Eastern Sociological Association (Baltimore, MD, March 17, 1989).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Effectiveness, *Administrator Role, College Administration, College Faculty, *College Presidents, Higher Education, Influences, Institutional Role, Leadership, *Performance Factors, Professional Education, Social Influences, Success, Values

Personal reflection on the role of college or university presidents and how their professional academic preparation influences how they accomplish things is presented. Evidence of the sociological imagination is noted. A review of how others have viewed their positions as president is included. In a recent summary, findings on the college president's role from 350 interviews at 32 institutions shows presidents use different kinds of power (i.e. reward, coercive, leverage) to influence the attainment of goals. In exercising this power, presidents seemed to frame their position and style of leadership in one or more ways such as bureaucratic, collegial, political, or symbolic. The personal reflection is that these categories are too neat, and the president's role is one responsible for sustaining an institutional vision and for maintaining and enhancing the environment for teaching and learning. The institution has the dual mission as a campus in service to people and as a college, social organization, and part of society. How this view is influenced by the study of sociology and anthropology is noted. The "personal troubles of milieu" and the "public issues of structure" are discussed. It is concluded that "the sociological imagination" has influenced the following: the conception of the institution as a campus and a college; a concern for organizational structures supporting individual aspirations; attention to explication and interpretation as a means of illuminating reality; and a belief that effective communication requires an understanding of mutual expectations and context. Contains 4 references. (SM)

ED 305 885 HE 022 428
Scott, Robert A.
Educational and Training Services for Export Now.
Pub Date—9 Mar 89
Note—7p.; Paper presented at the Export Services Now Conference sponsored by the U.S. Department of Commerce and the New Jersey Export Council (March 9, 1989).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Business, Competition, Educational Economics, Exports, *Higher Education, Human Capital, *Industry, *International Trade, Success
Identifiers—Ramapo College of New Jersey

In the traditional view, U.S. colleges and universities are devoted to teaching and research, offering a superior diversity of programs, institutional types and missions, revenue sources, and styles of governance. In recent years, public and private sector observers have commented on higher education as part of the nation's infrastructure. Though this view is useful, it is also important to view higher education as a service to be exported. The elements for success already exist, but there is no overall strategy for keeping the competitive advantage. Higher education as an industry is discussed, noting U.S. colleges and universities enroll 12 million students, employ 700,000 faculty and staff, manage $115 billion in physical facilities and equipment, raise $6 billion annually in private support, and spend nearly $100 billion per year. It is a challenge for them to enhance the nation's economic performance without losing their academic balance. A systematic approach to opportunities for export is recommended. A strategy for considering higher education as a service to export is presented, and a case study of Ramapo College of New Jersey is provided. It is important to build on existing strengths to develop cooperative networks and realize the potential of higher education as a service to export. (SM)

ED 305 886 HE 022 429
Sunal, Dennis W.
Analysis of Motivational Factors and Indicators of Effective Teaching in Lectures in Nigerian Universities.
Pub Date—Mar 89
Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*College Instruction, Developing Nations, Educational Assessment, Educational Planning, Evaluation Methods, Higher Education, Instructional Development, Lecture Method, Models, Student Characteristics, Teacher Behavior, *Teacher Effectiveness, *Teacher Motivation
Identifiers—*Nigeria

A study developing a model for assessing teacher motivation and instructional development needs for a developing university system in northern Nigeria is presented. The problem of motivating professors and lecturers to teach effectively is especially acute there. The study focused on patterns of perceptions and behaviors of Nigerian lecturers that are indicators of effective teaching. Participants were 18 Nigerian lecturers and 855 of their students. Comparisons were made between lecturer and student characteristics involving philosophy of teaching, perceived rewards for achievements, professional goals and responsibilities, concepts of effective teaching, classroom teaching strategies, and learning outcomes expected. As a result of the study, identifiable portraits of typical Nigerian lecturer motivational characteristics can be constructed. Significant differences were found between intentions of the institution, lecturer and student, and actual strategies and behaviors exhibited in the instructional process. In many areas approaches of the instructional participants were directly opposed. Results were consistent with theory or motivational factors leading to effective teaching. One exception involves teaching in very large classes. The results led to a series of decision and planning steps that directly affect the constructive coordination of instructional activities. They provide a model for fostering motivation in similar settings. Contains 25 references and 13 tables. (SM)

IR

ED 305 887 IR 013 710
Weaver, Dave Pollard, Jim
New and Promising: Software Worth a Look. A MicroSIFT Survey of Educational Software Preview Center Coordinators. Volume I, Nos. 1, 2 and 3.
Northwest Regional Educational Lab., Portland, OR. Technology Program.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—89
Contract—400-86-006
Note—24p.
Pub Type— Reference Materials - Directories/Catalogs (132) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Assisted Instruction, *Computer Games, Computer Graphics, Computer Simulation, Computer Software Reviews, *Courseware, *Databases, Elementary Secondary Education, Higher Education, *Word Processing

These three volumes list and describe a total of 65 new educational software products. The lists are the result of February and September 1988 polls of 10 computer coordinators from large educational software preview centers and evaluation agencies, who were asked to identify new products they had seen

which, in their professional opinion, were worthy of further review. The purpose of these polls was to highlight new titles that are likely to appear in the reviews from major software evaluation agencies. For each listing, the name of the software producer, price, grade level, hardware requirements, keywords, and a brief description are provided. The second and third volumes also include software producer contact information. (EW)

ED 305 888 IR 013 741
Gill, Walter Hayes-Butler, Karen
The Effects of Schoolwide Discipline, Role Play, Modeling, and Video Utilization upon the Self-Concept of Elementary School Children: A Preliminary Report.
Pub Date—Oct 88
Note—17p.; Paper presented at the Society of School Librarians International Conference (3rd, San Antonio, TX, October 20-22, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Behavior Modification, *Discipline Policy, Elementary Education, Mild Mental Retardation, *Modeling (Psychology), Psychological Studies, *Role Playing, *Self Concept, *Teacher Attitudes, *Video Equipment
This paper reports the preliminary results of an investigation of the effects of (1) a schoolwide discipline plan and (2) role playing, modeling, and video utilization upon the self concept of students in grades 3-6 and educable mentally handicapped students. The Piers-Harris Children's Self Concept Scale was used to assess the effectiveness of a schoolwide discipline plan by comparing the scores of students at two elementary schools, one of which had such a plan. Initial data indicated that mean scores were higher for children operating under a discipline plan. Additional data indicated that teachers perceived improvements in school climate and classroom efficiency when such a plan was in place. A pretest, posttest design was used to measure the effects of various combinations of role playing, modeling, and video utilization on the self esteem of students. It was found that students participating in such activities achieved higher mean scores on self-concept measures than the control students. (3 tables and 17 references) (EW)

ED 305 889 IR 013 742
Clarken, Rodney H. And Others
Pedagogical Considerations for the Eastern Caribbean Center Telecommunications Project.
Pub Date—Apr 87
Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computer Networks, *Distance Education, Foreign Countries, *Instructional Development, *Instructional Systems, *Regional Cooperation, *Teaching Methods, *Telecommunications
Identifiers—Caribbean, *Virgin Islands
Designed to promote the interchange of information and services among the people of the region, the Eastern Caribbean Center Telecommunications Project Network (ECCTP) utilizes a network of both audio and computer-linked nodes connected by telephone lines to deliver instruction to remote sites. This network has been used by ECCTP to conduct experiments in long-distance teaching from the spring of 1986 to the present. Although most of these experimental classes have consisted of computer-oriented content, such as elementary BASIC programming, classes have also been taught in biology, English, and remedial mathematics. Classes are taught simultaneously at a home site and at a distant site, e.g., a class being presented by an instructor in a classroom on the St. Croix campus of the University of the Virgin Islands is transmitted to a classroom on the St. Thomas campus, and students at both sites participate in the class. A series of four pilot tests encountered various technical problems and identified a need for more careful pre-instructional planning than traditional classroom teaching. Areas that must be considered in planning for the actual provision of instruction include the relationship of teaching to the instructional objectives, the motivation of students, the monitoring of student learning, managing classroom activities, modeling, and technical capabilities. After the class has been taught, post-instruction evaluation must also be addressed. (EW)

ED 305 890 IR 013 743
Reigeluth, Charles M.
Restructuring: The Key to a Better Educational System for an Information Society.
Syracuse Univ., N.Y. School of Education.
Report No.—IDDE-WP-16
Pub Date—Sep 83
Note—24p.
Pub Type— Opinion Papers (120) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cluster Grouping, Consumer Education, Cost Effectiveness, Educational Innovation, Elementary Secondary Education, *Instructional Program Divisions, *Learning Laboratories, *Master Teachers, *Parent School Relationship, *School Organization, *Teacher Student Relationship
Some of the justifiable criticisms of our educational system are due to the inadequacy of the current educational structure for our information society, and the inability of the current system to motivate students to learn. An alternative structure would involve the use of teachers as educational guides, with parents choosing a guide based on information made available in "consumer reports" and other sources. These teachers and their students would be organized in cluster groupings, and students would be divided by developmental levels, as developed by Piaget and Erikson, rather than by grades. Each cluster's success—and income—would depend on how satisfied students and parents were. Teacher guides would guide students to various independent learning laboratories, which would also be in competition with each other for students, and thus, income. School districts would remain intact, but would be made up of independent clusters, learning laboratories, and a consumer aid agency which would provide information on teachers and labs to facilitate parent choice. (9 references) (EW)

ED 305 891 IR 013 744
Barzun, Jacques Lynn, David H., Ed.
Television and the Schools--But Not What You Think.
Council for Basic Education, Washington, D.C.
Pub Date—87
Note—9p.
Journal Cit—Basic Education: Issues, Answers & Facts; v3 n1 Fall 1987
Pub Type— Collected Works - Serials (022) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Attention Span, Critical Thinking, *Curriculum Design, *Educational Philosophy, *Educational Principles, *Educational Psychology, *Educational Television, *Educational Theories
The effect of television on children is in part a reflection of the effect of current schooling practices, so that the simplicity of television is a reflection of the discontinuity and incoherence of modern schooling practices. This state of affairs in schooling is due to several factors: (1) efforts to make schooling less stuffy and mechanical and more like life; (2) science as a cultural force, and particularly the influence of child psychology; (3) science as constant innovation or a collection of new methods, new research, and new fads, and in particular, explicit psychology and an emphasis on testing and measurement; and (4) a discontinuity in curriculum, including too many disparate subjects of study. One particular example is the current emphasis on the teaching of critical thinking, which is not itself a subject. Instead, schooling must be seen as the removal of ignorance without killing curiosity, and a new effort must be made to define a school subject. It is often forgotten that a school subject must be teachable. These subjects must then be given some unity, with a permanent aim to be the increasing of students' attention spans. As William James once noted, schoolwork is hard, and there is no way to make it easy and "natural." School work must be restored so as to recapture minds, with teachers teaching rather than innovating and distracting. (EW)

ED 305 892 IR 013 745
Spina, Peter A.
The True Cost of Tomorrow's Educational Technology--Money Isn't Everything.
Pub Date—24 Oct 88
Note—37p.; Paper presented at the Annual Conference of the League for Innovation in the Community College (Toronto, Ontario, Canada, October 24, 1988).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Change Strategies, Costs, *Educational Change, *Educational Planning, *Educational Technology, Futures (of Society), *Teaching Methods, *Technological Advancement, Two Year Colleges
Computers have brought substantial changes to schools and colleges, and the current acceleration of technological change is beginning to be seen in education. A new appreciation for technology comes at a time when education is under criticism for failing to address a rising tide of mediocrity. However, the U.S. educational system still operates with energy coming from two fundamental drives: a common interest in students and a concern by teachers to know whether their actions have had the desired effect upon their students. The strength of U.S. schools has been traditionally rooted in these interpersonal relationships and striving over time to fulfill relatively commonly held goals. Although perceptions of educational excellence relate directly to excellence in the traditional style of teaching, the new technology can be used to supplement this teaching if it can be successfully integrated into the college curriculum. Beyond the price of this new technology is the cost of humanizing the process and diffusing innovation. The reasons behind resistance to change must also be addressed, including excess uncertainty, the surprise factor, differences between new and traditional teaching methods, reflected past negative feelings, work involved in change, loss of face, and the fact that the threat posed by the change may be a real one. However, processes and techniques used in the management sector to assist in bringing about change can and should be used by educators, and with planning and communication, educational change can be effectively undertaken. (EW)

ED 305 893 IR 013 746
deBlaz, Deborah, Comp. And Others
Two-Way Cable Television: An Instructional Alternative for the Future. Strategies and Teaching Techniques for Honors and Advanced Placement (AP) Foreign Language Instruction via Two-Way Cable Television.
Montgomery County Public Schools, Rockville, MD. Dept. of Instructional Resources.
Pub Date—88
Note—26p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Advanced Placement Programs, Cable Television, Curriculum Guides, Educational Television, High Schools, Honors Curriculum, *Instructional Design, *Lesson Plans, *Second Language Instruction, *Telecourses, Test Construction
Identifiers—*Interactive Television
The advances of two-way cable television are discussed in this teachers' guide, which presents materials that have been developed as suggestions for teaching a two-way television course for advanced placement (AP) or honors students in foreign languages. The materials for the course, which is designed to enable students to study these languages together with others across the county, include sample lesson plans for a unit on literature and a unit on language. These plans cover preparation, instructional objectives, performance objectives, resources needed, the actual process, and the use of higher order thinking skills. Brief outlines of day-to-day class activities for each unit are included. Class activities designed to help students prepare for language achievement and AP examinations are also provided, including practice in speaking, listening, reading, and use of verb tenses and conditions. Recommendations for the management of the telecourse program conclude the guide. (17 references) (EW)

ED 305 894 IR 013 747
Barrett, John, Ed. Hedberg, John, Ed.
Using Computers Intelligently in Tertiary Education. A Collection of Papers Presented to the Australian Society for Computers in Learning (Sydney, New South Wales, Australia, November 29-December 3, 1987).
Australian Society for Computers in Learning.
Report No.—ISBN-0-949088-31-5
Pub Date—87
Note—477p.

Pub Type— Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Artificial Intelligence, *Computer Assisted Instruction, *Computer Managed Instruction, Computers, Computer Simulation, Courseware, *Distance Education, Foreign Countries, Higher Education, Instructional Systems, Interactive Video, *Media Research, Programing
Identifiers—*Australia, Intelligent CAI Systems, Intelligent Tutoring Systems
The 63 papers in this collection include two keynote addresses: "Patient Simulation Using Interactive Video: An Application" (Joseph V. Henderson), and "Intelligent Tutoring Systems: Practice Opportunities and Explanatory Models" (Alan Leagold). The remaining papers are grouped under five topics: (1) Artificial Intelligence, including intelligent computer assisted learning, problem solving, artificial intelligence, and programming (15 papers); (2) Delivery Systems, including distance learning, communications, and hardware (9 papers); (3) Developments, including interactive video, simulation, authoring, computer managed learning, and computer based training (12 papers); (4) Research/Evaluation and Future Directions, including research, policy/planning, and philosophical aspects (21 papers); and (5) Software Tutorials, including computer assisted learning tools and commercial product applications (4 papers). The text is supplemented by various figures, and references are provided for each paper. (EW)

ED 305 895 IR 013 748
Hiltz, Starr Roxanne
Collaborative Learning in a Virtual Classroom: Highlights of Findings.
Pub Date—Jun 88
Note—10p.; Paper presented at the Computer Supported Cooperative Work Conference (June 1988). Revision for CSCW Proceedings.
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Comparative Analysis, Courseware, *Distance Education, Higher Education, *Instructional Effectiveness, *Intermode Differences, Qualitative Research, *Student Attitudes, Surveys, *Telecourses
Identifiers—*Collaborative Learning, *Computer Mediated Communication Systems
Software to support teaching and learning activities was added to a computer mediated communications system to create a "virtual classroom." The goals included improving access to and effectiveness of college-level courses, particularly by facilitating collaborative learning. The process and outcomes were compared for sections of several courses taught in the traditional classroom, totally online, or in a mixed mode. On the average, the students reported that the virtual classroom provides a better learning experience. (31 references) (Author/EW)

ED 305 896 IR 013 749
Turoff, Murray And Others
Computer Mediated Communications and Tailorability.
Pub Date—Sep 88
Note—14p.; Paper presented at the Computer Supported Cooperative Work Conference (2nd, Portland, OR, September 26-28, 1988).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Networks, *Computer System Design, Databases, *Electronic Mail, Group Discussion, *Man Machine Systems, *Teleconferencing, *Users (Information)
Identifiers—*Computer Mediated Communication Systems
Since the early 1980s the evolution of computer mediated communications (CMC) systems designed to support collaborative work has been characterized by two trends. One is the proliferation of new systems to take advantage of technological changes; the second is the incorporation of functionality into highly specialized or tailored application oriented systems. TEIES (Tailorable Electronic Information Exchange System) at the New Jersey Institute of Technology is an example of such a system. It has been designed to be integrated with other computer resources and to allow individuals and groups to tailor the system to their application needs. It is also designed to serve the frequent user who is using CMC for a significant part of his or her daily communications. The TEIES effort represents a new generation of CMC software that will allow the design, development, and evaluation of tailored collaborative systems. It provides the toolbox to overcome the tremendous programming bottleneck present in the development of collaborative systems. The forms-based interface for TEIES and the open ended concepts of privileges, roles, activities, group sharing, and notifications allow change to the interface or to the basic metaphor of the communications process and associated list processing. (2 figures and 24 references) (EW)

ED 305 897 IR 013 751
Crowe, Bruce A.
Computers in the Secondary School Art Curriculum: Painting a Picture of Effective Teaching.
Pub Date—88
Note—9p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November 8-11, 1988).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Art Education, *Computer Assisted Instruction, *Computer Graphics, *Creative Art, Creativity, Decision Making, Secondary Education, *Secondary School Curriculum, *Teacher Student Relationship
Although computers have become an important part of the secondary education program, they have not been widely adopted in secondary school arts programs. This is due in part to teacher resistance and/or negative attitudes toward the use of computers to teach art. Teacher insecurity and concern for the loss of student creativity are usually based on out of date ideas about computer technology and software availability. The student's creativity may actually be increased by the computer's ability to easily alter images on the screen before a final design solution is reached. In addition, teachers should realize that introducing computers into the art curriculum will not replace good teaching methods also in place, but can instead be used to stimulate learning, creativity, and the organization and presentation of art facts and concepts. Computers in art can function both as a teaching tool and a new art medium. Used as an art medium, the computer can be used to develop skills in aesthetic decision making. Computer-assisted instruction (CAI) may not be suitable for all phases of teaching art or any other subject, but can nonetheless be used to enhance many of the aspects of teaching art. The students of creative art teachers stand to gain a great deal from CAI. (8 references) (EW)

ED 305 898 IR 013 752
Higginbotham-Wheat, Nancy
Perspectives on Implementation of Learner Control in CBI.
Pub Date—88
Note—16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November 8-11, 1988).
Pub Type— Information Analyses (070) — Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Computer Assisted Instruction, *Individualized Instruction, Instructional Development, Media Research, Models, *Pacing, *Research Needs, *Sequential Learning
Identifiers—*Learner Control
Research in the field of computer based instruction (CBI) has led to conflicting evidence on the efficacy of learner control over instruction. Typical implementations of learner control in CBI allow learners to proceed at their own pace, control the sequence of instruction, choose the amount of practice, or decide the level of difficulty attempted. Benefits of learner control have primarily been in the affective domain, with students spending more time on the task when given control over their own instruction. Results in achievement have been mixed, however, when the learner is allowed control over the amount and sequence of instruction. Recent studies allowing the learner to manipulate contextual variables such as text density have demonstrated learner control to be a viable option in CBI. The implication arises that those variables which do not manipulate the amount of content support are those over which the learner should be allowed control. This paper provides a model for classifying the various learner control variables and suggests recommendations for implementing these variables in CBI software and research. (17 references) (Author/EW)

ED 305 899 IR 013 753
Kirby, Peggy C. And Others
Survey of Computer Usage in Louisiana Schools.
Pub Date—[88]
Note—19p.
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Access to Education, *Computer Literacy, Computer Science Education, Computer Software, Elementary Secondary Education, Financial Support, Inservice Teacher Education, *Microcomputers, School Surveys, *Socioeconomic Status, Teacher Certification, *Use Studies
Identifiers—*Louisiana
A survey of computer usage in 179 randomly selected public elementary and secondary schools in Louisiana was conducted in the spring of 1988. School principals responded to questions about school size, the socioeconomic status of the student population, the number of teachers certified in computer literacy and computer science, and the number of teachers who received inservice training in computer usage. Key computer-using teachers answered more specific questions about resources, personnel, location of computers, funding sources, and access by various student groups. A comparison of the available resources to the national average in 1985 indicated a lag in the acquisition of equipment. The mean number of computers per school was found to be 21.5 with a range of 1 to 99; roughly half of the computers were Apples or Apple compatible. Most schools owned peripherals such as printers and color monitors, but input devices such as light pens, joysticks, and "mice" were uncommon. The most common computer software resources were word processing, tutorial, and drill and practice packages. The primary sources of funding were vocational education on the secondary level and special education at the elementary level. Most of the computers were located in learning laboratories or in special or vocational education classrooms and departments, with regular students having little access to these computers unless they participated in a computer course offered in the lab. Certified teachers in computer literacy and computer science were scarce in both settings. (4 figures and 8 tables; 4 references) (EW)

ED 305 900 IR 013 755
Mihalevich, J. Richard McClaskey, Michael
Microcomputer Telecommunications. MSBA Technology Services. 1988 Spring Special Topic Workshop.
Missouri School Boards Association, Columbia.
Pub Date—88
Note—32p.
Pub Type— Guides - Classroom - Learner (051) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Computer Software, *Dial Access Information Systems, *Electronic Mail, Elementary Secondary Education, *Microcomputers, *Online Searching, *Online Systems, *Telecommunications, Workshops
This manual for a workshop on the use of telecommunications in the schools begins by presenting a connection decision chart, the session objectives, and the agenda. Information presented for the workshop covers the basic concepts and elements of telecommunications; the specific elements of a telecommunications system; the evaluation and selection of hardware and software; the evaluation and selection of online services; and typical dial-up sessions with the University of Missouri's LUMIN library catalog, the Missouri School Boards Association's EDNET bulletin board system, and CompuServe. Objectives and procedures are then provided for four hands-on activity sessions: (1) IBM dial-up using ProComm+ to access a remote online service; (2) data transfer between a TRS-80 laptop computer and an IBM PS/2 Model 25 to demonstrate how information can be passed from one ASCII machine to another ASCII machine with differing operating systems; (3) Apple hardware/software setup and configuration; and (4) IBM hardware/software setup and configuration. A glossary of telecommunications terminology, a computer telephone book for Missouri, and a list of selected computer bulletin boards around the country are included, as well as a list of resources for

further information. (EW)

ED 305 901 IR 013 756
Dyrenfurth, Michael J. Mihalevich, J. Richard
Technological Literacy: More than Computer Literacy!
Pub Date—Nov 87
Note—30p.; Paper presented at the National School Boards Association Conference (Dallas, TX, November 5-7, 1987).
Pub Type— Opinion Papers (120) — Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Computer Literacy, *Educational Policy, Models, *Outcomes of Education, *Technological Advancement, *Technological Literacy, Technology
Identifiers—*Technology Education
This paper explores common misconceptions about technological literacy and technology education, proposes a model for technological literacy, and considers the implications of technology-induced changes for education. The model consists of three key dimensions that define technological literacy and guide programming for it: (1) technology's components; (2) desired educational outcomes; and (3) levels of technological literacy. A detailed examination of these three dimensions is made, and a comprehensive model of technological literacy is presented which incorporates the three key dimensions. Applications of the model are then considered, and a discussion of the implications of technological change for educational policy concludes the paper. The text is supplemented by nine figures, and two appendices provide a list of characteristics of technologically literate people and operational definitions of 12 technology-related terms. (80 references) (EW)

ED 305 902 IR 013 757
Mihalevich, J. Richard Dyrenfurth, Michael J.
Presentation Aids: Using the Computer To Assist in the Creation and Presentation of Course Materials.
Pub Date—Mar 86
Note—10p.; Paper presented at the Annual Conference on Applying New Technology in Higher Education (5th, Kansas City, MO, March 24-26, 1986).
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Authoring Aids (Programing), *Computer Graphics, *Courseware, Higher Education, *Instructional Materials, *Material Development, *Programing, Video Equipment
Identifiers—*Learner Control
This description of existing hardware and software configurations for integrating computing into higher education instruction emphasizes practical applications for use in the classroom/laboratory setting. Three basic components of a "Computerized Instructional Materials Tool Kit" are discussed: (1) graphic and text generation; (2) presentation software; and (3) learner controlled programs, e.g., a program like IBM's PC Storyboard that provides the basic capabilities of sequencing presentation information, animation, and simulation, together with a display device. An online demonstration of practical applications of computer hardware and software for use in a classroom or laboratory is then summarized. An outline of this presentation/demonstration is also provided, and a list of selected presentation hardware and software is appended. (EW)

ED 305 903 IR 013 758
Linn, Marcia C.
Autonomous Classroom Computer Environments for Learning. Progress Report and Annotated Bibliography.
California Univ., Berkeley. School of Education.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date—May 88
Grant—MDR-84-70364
Note—13p.
Pub Type— Reference Materials - Bibliographies (131) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Annotated Bibliographies, Case Studies, *Classroom Environment, Comparative Analysis, *Computers, Computer Science Education, Feedback, High Schools, *High School Students, *Intermode Differences, *Programing
This document provides both a brief progress report for the Autonomous Classroom Computer Environments for Learning (ACCEL) project and an annotated bibliography of publications from this project, the Computers and Problem Solving Project, and other recent publications from the ACCCEL (Accessing the Cognitive Consequences of Computer Environments for Learning) project and the ARP (Adolescent Reasoning Project). Two major project activities are described. One of the activities consisted of designing expert solutions to computer programming problems in order to communicate the techniques used by experts to solve programming problems. Designed to evaluate the effectiveness of these expert solutions, the other activity consisted of contrasting three educationally defensible alternatives for using these approaches and assessing the relative effectiveness of these approaches in 14 pre-college classrooms. The findings of this assessment are reported: students either completed all three activities or one of the three; there were significant differences between the three different conditions for using the expert solution; and students learned more about programming when they participated in all activities from writing the program to reading the expert solution. Relationships between performance on the case study and the instructional provisions in the classroom were also assessed, and three factors were found to contribute to student learning: (1) access to computers; (2) feedback on student work; and (3) individual and small group assistance by the teacher. The project report contains four references, and the annotated bibliography contains 35 references. (EW)

ED 305 904 IR 013 759
Raupp, Carol D. And Others
Binging and Nonbinging Women's Emotional Reactions to Television Advertising.
Pub Date—Aug 88
Note—23p.; Paper presented at the Annual Meeting of the American Psychological Association (Atlanta, GA, August 12-16, 1988).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Advertising, Body Weight, *Bulimia, Emotional Disturbances, *Emotional Response, *Females, Hypothesis Testing, *Self Concept, *Sex Role, *Television Commercials, Television Viewing
This examination of the reactions of women who are binge eaters to television advertising tested three hypotheses: (1) women who binge experience more negative emotional reactions to television ads, especially ads emphasizing food or weight control; (2) highly feminine women, or women with large real-ideal sex role gaps, react negatively; and (3) sensitivity or susceptibility to television pressures, concern about physical appearance, and destructive eating behaviors (other than binging) are related to negative emotional reactions. The 48 female adults recruited from university classes who participated in the study completed background questionnaires to determine their demographics, eating behavior, and television viewing, as well as a sex role inventory. Based on this information, they were divided into three groups: those who currently binge, those who have in the past, and those who have never binged. Participants' heartrates, emotional responses, and hunger/thirst reactions were gauged as they were shown videotapes of television commercials. The main hypothesis, that binging and nonbinging women respond differently to television advertisements, receives a variety of support from the data in this study. However, hunger and heartrate reactions are not related to binging in any clearcut way. The text is supplemented by four tables, and an appendix describes the commercials used in the study. (7 references) (EW)

ED 305 905 IR 013 762
Brandt, Richard C.
Building Databases for the Computer-Based Memorization System.
Utah Univ., Salt Lake City. Dept. of Computer Science.
Spons Agency—Naval Personnel Research and Development Lab., Washington, D.C.
Pub Date—20 Sep 88
Contract—N00244-83-C-1759
Note—26p.; For a related report, see IR 013 763.
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Authoring Aids (Programing), *Computer Games, Computer Graphics, *Computer System Design, Courseware, *Databases, Higher Education, Models, *Networks, *Semantics, Specifications
Identifiers—*Associative Networks, *Computer Based Memorization System
The Computer-Based Memorization System (CBMS), which specifies the facts that students are to know and how well the facts are to be known, uses a compiled form of an associative network for its knowledge database. (An associative network is a knowledge representation that uses associations for its basic representation of knowledge.) The CBMS provides eight computer games which use randomness and scoring to make the memorization more interesting. In addition, the games create and modify a file containing a model of the student's current knowledge of the material in the database. When the data in this file shows that a student knows a particular fact, the games stop asking questions about that fact. Three additions to the use of associative nets have been made in this system: (1) importance values had to be associated with items and statements to permit authors to emphasize features and support files containing models of students' knowledge; (2) pictures had to be associated with items; and (3) groups of anticipated answers had to be associated with items to allow a range of acceptable student answers. With these changes, computer-based memorization systems appear to be an effective tool for the mastery of factual knowledge. (4 figures and 12 references) (EW)

ED 305 906 IR 013 763
Brandt, Richard C. Davis, Bradley N.
Computer-Based Educational Software System. Final Report.
Utah Univ., Salt Lake City. Dept. of Computer Science.
Spons Agency—Darbick Instructional Software Systems, Salt Lake City, UT.; Naval Personnel Research and Development Lab., Washington, D.C.
Pub Date—13 Sep 88
Contract—N00244-83-C-1759
Note—19p.; For a related report, see IR 013 762.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Authoring Aids (Programing), *Computer Assisted Instruction, *Computer Games, Computer Graphics, *Computer Managed Instruction, Computer Simulation, Computer System Design, *Courseware, *Databases
Identifiers—*Computer Based Educational Software System, Computer Based Memorization System
CBESS (Computer-Based Educational Software System) is a set of 22 programs addressing authoring, instructional delivery, and instructional management. The programs are divided into five groups: (1) Computer-Based Memorization System (CBMS), which helps students acquire and maintain declarative (factual) knowledge (11 programs); (2) Language Skills Computer Aided Instruction (LSCAI), which helps students learn new vocabulary by presenting exercises of four to nine words (2 programs); (3) the Equipment Problem Solving Trainer (EPST), which permits authors without programming skills to create simulations of equipment (4 programs); (4) Script-Based Computer Assisted Instruction (SBCAI), which presents script-based instruction that creates "ad hoc" computer assisted instruction (3 programs); and (5) Instructional Management (2 programs). The two management programs are "Cop," which presents a linear sequence of lessons to a set of students, and "Course," which specifies the sequence of lessons, the mastery criteria, and student rosters. CBESS databases may be developed and delivered in both the MS-DOS and Berkeley UNIX environments. In addition, all CBESS programs except EPST may be run on the Novell network in protected mode. (7 figures and 24 references) (EW)

ED 305 907 IR 013 764
Hazen, Margaret Cronenberger, Helen
Digitized Video or Videodisc for Still Graphics.
Pub Date—Nov 88
Note—5p.; Outline of a paper presented at the Annual Meeting of the Association for the Development of Computer Based Instructional Systems (Philadelphia, PA, November 7-10, 1988).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Graphics, Display Systems, *Evaluation Criteria, *Instructional Materials, *Material Development, *Optical Data Disks, Teacher Developed Materials, *Videodisks, Video Display Terminals

This paper is an outline of the key points of a presentation on the use of digitized video or videodisks for the development of still graphics instructional materials. An introduction examines the rapid technological changes and trends of the last 10 years and the assumptions underlying this presentation. A discussion of developmental stage issues then considers such criteria as cost, availability, quality or resolution, speed, and reliability. Delivery and revision stage issues are also examined, and a concluding summary provides information on standards, evaluation criteria, and other issues and possible changes. (19 references) (EW)

ED 305 908 IR 013 765

Roach, Debra Bruene

The Effect of LOGO Instruction Method on Problem Solving Skills and the Relationship of Cognitive Style on Problem Solving Skills Learned through LOGO Instruction.

Pub Date—Jul 88

Note—75p.; Master's Thesis, University of Northern Iowa.

Pub Type— Dissertations/Theses - Masters Theses (042) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Comparative Analysis, *Field Dependence Independence, *Grade 3, *Intermode Differences, Primary Education, *Problem Solving, Programing Languages, *Skill Development, *Teaching Methods

Identifiers—*LOGO Programing Language

The study compared the effects of two instructional strategies for teaching the programming language, Logo, on the problem solving skills of third graders. The two strategies are the guided discovery approach, a student-directed learning environment with the teacher as a facilitator, and the direct instruction approach, with specific teacher-directed activities being used to teach direct transfer of problem solving skills. The relationship of two cognitive styles–field dependence and field independence–and the development of problem solving skills through the two different teaching methods were analyzed. The subjects were 49 third-grade students in three existing classrooms. Ten weeks of instruction in Logo was given to two treatment groups, with a third group receiving no instruction. Data analysis showed that Logo instruction does improve problem solving skills, with both instructional methods improving skills at the same rate. The degree of students' field dependence did not effect their ability to gain problem solving skills by either method. The text is supplemented by six tables and appendixes provide supporting materials. (76 references) (Author/EW)

ED 305 909 IR 013 766

Dyrenfurth, Michael J. Mihalevich, J. Richard

Communications Made Easy (and Free!).

Pub Date—Mar 86

Note—9p.; Paper presented at the Annual Conference on Applying New Technology in Higher Education (5th, Kansas City, MO, March 24-26, 1986).

Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Electronic Mail, Higher Education, Information Dissemination, *Information Networks, Information Transfer, *Online Systems, *Telecommunications, *Users (Information)

Identifiers—*BITNET, *EDUCOM

This paper describes the BITNET communications system, a network which links more than 1,000 computers at over 350 institutions of higher education and research centers, including almost 200 in Europe (EARN), Canada (NetNorth), and Japan and the Far East. First, the capabilities of the "store-and-forward" network are described, including an explanation of the system's features and the typical uses faculty can make of them, e.g., communicating with colleagues in the United States and around the world; organizing name, address, and telephone lists; developing new contacts in an area of professional expertise; transferring files between colleagues at the same or different institutions; requesting information that is not available through conventional channels; and providing instructional support. Specific procedures for using the system are then explained in step-by-step form. Finally, answers are provided to both general and specific questions about the system, which is supported by the BITNET Network Support Center comprising the Network Information Center (BITNIC) at EDUCOM and the Development and Operations Center (BITDOC) at City University of New York. (EW)

ED 305 910 IR 013 767

Ward, Carter D. Mihalevich, J. Richard

Establishing Sound Policies for Implementing Technology.

Pub Date—6 Nov 87

Note—11p.; Paper presented at the National School Boards Association Meeting (Dallas, TX, November 6, 1987).

Pub Type— Guides - Non-Classroom (055) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Board of Education Policy, Decision Making, *Educational Technology, Elementary Secondary Education, *Policy Formation, *Program Implementation, Public Policy, *School Administration

This document consists primarily of copies of overhead transparencies that outline the content of a presentation on the establishment of policy for the implementation of educational technology. Individual displays present three fundamental goals for the implementation of educational technology; broad areas affected by changes in technology; a definition of policy; an outline of the decision-making process; and five broad applications of educational technology. Two worksheets for use in policy development are included, as well as a copy of a proposed Missouri state regulation that would establish standards and procedures for approving and implementing courses delivered primarily through electronic media. (EW)

ED 305 911 IR 013 770

Collett, Charles R. Goldberg, Fred S.

A Guide to the Use of Tool Software for the Apple Computer.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

Report No.—ISBN-88315-669-5

Pub Date—86

Note—81p.

Available from—Curriculum Production Unit, Office of Programs and Development, Room 613, Livingston Street, Brooklyn, NY 11201 (Curric. No. 06-7000-71, $5.00; accompanying disk $7.00).

Pub Type— Guides - Classroom - Learner (051) — Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Computer Graphics, *Database Management Systems, Guidelines, *Menu Driven Software, Tutoring, *Word Processing

Identifiers—*AppleWorks Software Tutorial, *Spreadsheets

Designed to give teachers and supervisors a working knowledge of various approaches to enhancing pupil learning through software application programs, this guide is presented in a hands-on fashion. It supports a dual purpose, i.e., it can serve as an individual tutorial or as a turnkey staff development tool. All program files referred to may be found on the companion data disk. The five chapters of this manual present: (1) an introduction to AppleWorks; (2) word processing; (3) database management; (4) spreadsheet analysis; and (5) graph generation. Each chapter includes an overview, a statement of objectives, and a tutorial. The text is supplemented by various figures, and appendixes provide supporting materials, including a glossary and a questionnaire for evaluating the guide. (EW)

ED 305 912 IR 013 771

Beaver, John F.

How Are Successful Elementary Schools Allocating Their Instructional Computing Time?

Pub Date—Feb 89

Note—9p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Savannah, GA, February 22-25, 1989). PUB-TYPE-143; 150

Pub Type— Opinion Papers (120) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Computer Oriented Programs, Elementary Education, *Elementary Schools, *Programing, School Surveys, *Time Management

A national survey was conducted during the 1987-88 academic year to investigate the characteristics of selected high quality elementary schools known for their support of instructional technology. Of the 73 schools contacted, 70% responded to the survey. The findings showed that available computer time was most often divided among three major uses: computer applications (29%), computer assisted learning (55%), and computer programming (14%). Some of the total programming time was typically allotted to both Logo and BASIC, with about 64% more time spent on Logo. The three specific activities that occurred most frequently–drill and practice (24%), word processing (18%), and tutorials (12%)–accounted for more than one-half (54%) of the total computer access time. Although school leaders must allocate available computer time to agree with the general philosophy and goals of their particular school and the more explicit objectives of their specific instructional computing programs, they need to consider greater variety in computer activities, including a shift in emphasis to computer applications. However, such a shift would require increased training and computer hardware, and thus certainly greater expenditures. (2 references) (EW)

ED 305 913 IR 013 772

Pollard, Jim, Ed. Barnhart, Dick, Ed.

Ideas for Integrating the Microcomputer into Visual Arts Instruction.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Nov 88

Note—26p.; For a related document, see ED 289 699.

Pub Type— Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Technology, Guidelines, *Learning Activities, *Learning Processes, Lesson Plans, *Microcomputers, Secondary Education, *Theater Arts, *Visual Arts, Workshops

This paper provides 18 lesson plans that use educational technology for instruction in the visual and performing arts in secondary schools; these lesson plans were developed as part of a workshop held in the State of Washington in May 1988. The lesson plans were developed to follow the format of State of Washington Superintendent of Public Instruction Guidelines. Each lesson comprises activities that address the following five learning process components for the visual and performing arts: (1) perceiving (to attain an awareness of the arts through the senses); (2) experiencing (to have personal involvement with the arts through participation); (3) understanding (to comprehend and interpret the elements of art forms and other relationships); (4) creating (to develop personal statements through problem solving in the arts); and (5) aesthetic valuing (to make evaluations, choices, and judgements about the arts based on personal criteria). Each lesson plan contains goals, objectives, activities, lessons, and an explanation of how each component is addressed in that lesson. A list of workshop participants and a list of producers of the software cited are provided. (EW)

ED 305 914 IR 013 773

Jom, Linda Duin, Ann Hill

Implementing Computer-Assisted-Instruction in a Technical Writing Course: Effects on Students' Attitudes.

Pub Date—Feb 89

Note—26p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Cooperation, *Group Dynamics, Higher Education, Microcomputers, *Student Attitudes, *Technical Writing, *Writing (Composition), Writing Instruction

This study examined students' attitudes towards the use of computer technology in composition instruction. Subjects were 122 college juniors and seniors enrolled in seven sections of a technical writing course. Students received either 10 weeks of computer assisted instruction (CAI) in a computer environment, 5 weeks of CAI in a computer environment and 5 weeks in a traditional classroom, or 10 weeks of a paper version of the CAI in a tradi-

tional classroom. A 57-item attitude inventory was used to measure the students' attitudes towards the course, collaboration, conferencing, and computers/CAI. Results showed differences in groups' attitudes towards organizing their thoughts, evaluating peers' work, time spent revising, amount of pre-writing, amount of course work, in-class computer time, writing tasks, and outside-of-class work. The results suggest a possible process to follow when designing tools to evaluate students' attitudes towards computer implementation. (8 tables and 20 references) (Author/EW)

ED 305 915 IR 013 774
Improving the Use of Technology in Schools: What We Are Learning. Research Bulletin #1.
Center for the Study of Educational Technology, St. Paul, MN.
Spons Agency—Minnesota Educational Computing Consortium, St. Paul.; Minnesota Univ., Minneapolis. Coll. of Education.
Pub Date—Nov 88
Note—33p.
Available from—Minnesota Educational Computing Consortium/University of Minnesota Center for the Study of Educational Technology, 3490 Lexington Avenue North, St. Paul, MN 55126 (two copies may be obtained free of charge, additional copies are $7.00 each).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Cognitive Processes, *Computer Assisted Instruction, *Computer Graphics, *Courseware, *Databases, Educational Technology, Elementary Secondary Education, Media Research, Skill Development
Identifiers—*Learner Control
This bulletin summarizes six studies on the integration of technology into education. Information provided for each study includes the background or the problem statement, study goals, methodology, conclusions, and recommendations. The first three studies focus on the impact of technology on education: "The Effect of Computer Use and Student Work Style on Database Analysis Activities in the Social Studies" (Don Rawitsch); "Pairing and Task Persistence Level in a Learner-Controlled Computer-Based Concept Lesson" (Carol Carrier, Michael Williams, Anju Relan, and Jason Earle); and "Using Computer Database Programs To Facilitate Higher-Order Thinking Skills" (Don Rawitsch). The other three studies focus on the design and use of technology-based products: "Open Desktop Environment: The Features and Benefits of a New Interface for Computer-Based Instruction" (Anju Relan); "Graphic Fidelity, Gender, and Performance in Computer-Based Simulations" (Gregory Sales and Michael Johnston); and "Pursuing 'Quality' in Instructional Software: A Progress Report" (Michael D. Williams). Each report provides bibliographic references, and citations for eight additional studies are listed. Manuscript specifications for submissions to this research bulletin are also provided. (EW)

ED 305 916 IR 013 775
Yoder, Sharon Burrowes And Others
Logo and Equity: A Natural Partnership.
Pub Date—[Jun 88]
Note—9p.; Paper presented at the National Educational Computer Conference (Dallas, TX, June 15-17, 1988).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computer Literacy, *Computer Science Education, Equal Education, *Females, *Group Instruction, *Inservice Teacher Education, Junior High Schools, Minority Groups, *Programing, Teaching Methods
Identifiers—*Cleveland State University OH, *LOGO Programing Language
In the fall of 1987, Cleveland State University in conjunction with Cleveland area schools and Logo Computer Systems, Inc., embarked on a series of workshops designed to train teachers in group learning techniques and Logo programming for use in computer training for junior high school girls or minorities. The first serious exposure to computing often occurs at the junior high school level. Unfortunately, computing is usually associated with mathematics, and research indicates that by the junior high age, many girls and underrepresented minorities have acquired a high level of math anxiety. In addition, the teaching style often used in such classes does not involve group work, when research shows that group learning is preferred by girls. Logo lends itself well to both group work and to the use of graphics and sound, which are also preferred by girls. Each workshop focused on both Logo programming and computer equity issues. The success of the project is being evaluated by both formative and summative techniques. This project can serve as a model for others wanting to train teachers in equitable use of computers in the classroom, and at the conclusion of the project, workshop materials that include techniques for teaching both Logo and group learning will be made available. (12 references) (EW)

ED 305 917 IR 013 776
Schultz, Charles W.
Media Comparison: Viewing the Past while Looking toward the Future.
Pub Date—10 Nov 88
Note—16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Louisville, KY, November 10, 1988).
Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Style, Comparative Analysis, *Instructional Design, Intermode Differences, Mass Media, *Media Research, *Media Selection, Meta Analysis, Research Design, *Research Needs
This paper presents a global approach to the media comparison literature. Beginning with the pros and cons of media research, it discusses the results of both individual and meta-analysis research, compares the different methods researchers have used to determine media selection, and concludes with the most recent trends in media selection. It is suggested that two questions still need to be answered: (1) Which is the best medium to use?; and (2) What direction is media research taking? Current trends in media research suggest that the profession has completed the circle and is back to where it has been all along: analyze the task, analyze the learner, and match these with the objectives and materials to be learned. It is concluded that, although the new emphasis is on the learner, the effective teacher or instructional designer must, above all, know the critical attributes of each medium and match these with the learner and the learning task. (57 references) (EW)

ED 305 918 IR 013 777
Beaver, John F.
Profiles in Excellence: An Examination of High Quality Elementary School Instructional Computing Programs.
Pub Date—[89]
Note—9p.; Paper presented at the Annual Conference of the Eastern Educational Research Association (Savannah, GA, February 21-24, 1989).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Budgets, *Computer Assisted Instruction, Computer Software, Demonstration Programs, Elementary Education, *Elementary Schools, Microcomputers, National Surveys, *Program Development, *Resource Allocation, Scheduling, School Surveys
A study was conducted during the fall of 1987 which examined aspects of successful elementary school instructional computing programs. The results show school leaders the approaches adopted by decision makers in a national sample of elementary schools identified for the excellence of their instructional computing programs. Significant findings include budgetary issues, computer allocation time, planning considerations and computer usage. The most striking budgetary findings suggest a major decline in instructional computing expenditures compared with previous years. Expenditures are dominated by hardware purchases; in the 1987 budgets, 73% of the funds were spent on hardware, whereas only 15% were devoted to software purchase. In addition, the study revealed a noteworthy shift in the way that leaders intend to allocate their available computer time in the future. Cooperative planning was undertaken by committees comprised mainly of principals and classroom teachers. The most critical contributors to program development were mainly equipment-oriented; the most significant barriers to program development were people-oriented. Apple IIe's were overwhelmingly the computers of choice and word processing was rated the most valuable instructional computing use. (3 references) (Author)

ED 305 919 IR 013 779
Johns, Erica S., Comp.
Selected Bibliography for Evaluation and Selection of Instructional Materials.
Pub Date—Nov 88
Note—37p.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Cognitive Style, Computer Assisted Instruction, Educational Technology, Instructional Design, *Instructional Material Evaluation, Intellectual Freedom, Intellectual Property, Interactive Video, Library Skills, *Media Research, *Media Selection, *Nonprint Media
Identifiers—*ERIC, *Library Literature
The bibliography covers 11 topics concerning the evaluation and selection of nonprint instructional materials. Selections consist of articles, documents, and books drawn from the ERIC database and library literature for the years 1986 through June 1988. The topic sections move from more theoretical to more practical areas and are divided into 10 subject areas: (1) instructional design; (2) learning styles and theories; (3) research in instruction and media; (4) selection and evaluation of nonprint instructional materials; (5) educational technology; (6) computer assisted instruction; (7) interactive video; (8) copyright, censorship, intellectual freedom, and other legal issues; (9) library media skills; and (10) miscellaneous topics. Author and title indexes are also provided. (EW)

ED 305 920 IR 013 780
Yoder, Sharon Burrowes
Teaching Basic and Pascal "Logo Style."
Pub Date—[Jun 88]
Note—15p.; Paper presented at the National Educational Computer Conference (Dallas, TX, June 15-17, 1988).
Pub Type— Guides - Classroom - Teacher (052) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Assignments, *Creativity, *Discovery Learning, *Evaluation Criteria, High Schools, *Programing, Programing Languages, *Student Evaluation, Teaching Methods
Identifiers—*LOGO Programing Language
In traditional programming courses assignments usually consist of problems that are somewhat closed in nature. That is, students are usually given a rigidly defined problem statement and are provided with a set of data that they are to use to test their program to produce a unique result. While this approach makes evaluation easy, it discourages creativity and exploration, and encourages inappropriate sharing of information. Another approach involves open-ended assignments that encourage students to make the problem their own and to include their own creative ideas in their work. Such projects require that the teacher carefully examine the objectives for a particular assignment and plan the evaluation scheme thoughtfully. However, student response to such open-ended assignments is quite positive and often very creative. An important side effect of such assignments is that group interactions are much more appropriate. Students help debug each others' projects rather than simply trading algorithms. Further, students learn from each person with whom they interact, thus extending their knowledge well beyond that acquired when solving a single solution problem. (4 references) (Author)

ED 305 921 IR 013 781
Kurland, Norman D. And Others
Role of Technology in the Education, Training and Retraining of Adult Workers.
Kurland (Norman D.) and Associates, Delman, NY.
Spons Agency—Congress of the U.S., Washington, D.C. Office of Technology Assessment.
Pub Date—5 Oct 84
Note—150p.; Best copy available; light and broken type may not reproduce well.
Pub Type— Reports - Evaluative (142) — Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Adult Basic Education, *Computer Assisted Instruction, Cost Effectiveness, *Educational Technology, *Industrial Training, Instructional Design, Instructional Effectiveness, Interpersonal Relationship, Job Training, *Media Research, Postsecondary Education, Research Needs, Secondary Education, *Technical Education, Use Studies

This report shows how new technological tools or devices are being used in adult education and training; it examines the evidence of their effectiveness and costs; and it suggests prospects for the future use of technologies. Particular attention is given to uses with displaced and employed workers needing basic skills, high school diplomas, and skill upgrading. The technologies examined are broadcast television; cable; Instructional Television Fixed Service (ITFS); videotape; videodisk; computers (including computer assisted instruction, computer managed instruction, and embedded training); simulators; emulators; telecommunications; job aids; and "off-the-shelf" programs. In addition to discussions of each of the technologies, this report considers future hardware/software systems; settings in which the technologies have been used; the results of and need for more effectiveness studies; computer assisted instruction in basic adult education; adult students' need for social interaction; instructional design strategies; costs; barriers to and incentives for educational change; and lessons from previous attempts to integrate technological innovations in education. It is concluded that, although new technologies will come to play an important role in adult education and training, there is a great need for more research and systematic studies to demonstrate the value of technology based programs. The text is supplemented by 11 tables, 108 references, and a list of the names and addresses of 81 persons interviewed. (EW)

ED 305 922 IR 013 782
Cousins, Candis Duhl, Leonard
Technology and Learning Disabilities. Health Technology Case Study 25.
California Univ., Berkeley.
Spons Agency—Congress of the U.S., Washington, D.C. Office of Technology Assessment.
Report No.—OTA-HCS-25
Pub Date—Dec 83
Note—72p.; This case study was performed as a part of OTA's Assessment of Technology and Handicapped People. Some pages have light and broken type.
Pub Type— Information Analyses (070) — Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adults, Case Studies, *Educational Environment, *Educational Technology, Elementary Secondary Education, *Learning Disabilities, Legislation, *Mainstreaming, Microcomputers, Preschool Children, *Public Policy, Rehabilitation, Research Needs, Social Environment
A learning disability is seen as the outcome of a network of forces that include neurophysical, emotional, familial, organizational, political, social, historical, and technological cases. Options for research and development are based on this integrative view, and both "hard" and "soft" technologies must be considered. "Hard" technology refers to concrete discoveries and inventions such as facts about the brain and microcomputers. "Soft" technology refers to how the technology is used and who uses it. The complex of legislation, private and public organizations, programs, theories, and research are all "soft" technologies. These "soft" inventions provide the social context for "hard" technologies. This case study argues that unless this social context is addressed, the promise that advanced "hard" technology holds for learning-handicapped people might be seriously compromised. (216 references) (Author/EW)

ED 305 923 IR 013 783
Davis, Lloyd
UTC Word Processing Services and Center Evaluation and Recommendations.
Tennessee Univ., Chattanooga.
Pub Date—1 May 88
Note—50p.
Pub Type— Opinion Papers (120) — Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrators, *College Faculty, Higher Education, *Microcomputers, *Program Evaluation, Questionnaires, Surveys, *Use Studies, *Word Processing
Identifiers—Computer Centers
This study evaluated the University of Tennessee at Chattanooga's Word Processing Center by surveying faculty and administrative use of word processing and personal computers. Questionnaires were sent to all faculty and academic and administrative departments, and 130 responses were received from faculty, 33 from academic departments, and 47 from administrative departments. The data indicate that at least 120 faculty had access to personal computers, and that there were 116 personal computers in academic departments and 95 in administrative departments. The dominant faculty software packages were MacWrite and Microsoft Word for the MacIntosh and Multimate and Word Perfect for the IBM PC. For the academic departments the prominent software packages were MacWrite, Microsoft World, and Multimate. Among the administrative departments there was little use of the MacIntosh, and among the IBM PC users the primary package was Multimate. The top priority of the Word Processing Center was grant proposals, and it appeared that there were few problems, if any, with the faculty over the established and publicized priorities. The Center now uses the HP3000 and software TDP (Text and Document Processor). However, this software is not very user friendly, and it is suggested that a major portion of the faculty would be aided significantly by the center's ability to utilize microcomputers in their work in support of the faculty. Eight recommendations are provided, including purchase of microcomputers, standardization of word processing software, and the introduction of some new services. The text is supplemented by 37 tables, and appendixes provide supporting documents and copies of the survey instruments. (EW)

ED 305 924 IR 013 793
Lockheed, Marlaine E. And Others
Student Use of Applications Software.
Educational Technology Center, Cambridge, MA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ETC-TR-85-3
Pub Date—Jan 85
Note—90p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Computer Literacy, Computer Software, *Curriculum Development, Difficulty Level, Elementary Secondary Education, Questionnaires, School Surveys, *Teacher Attitudes, *Teaching Skills, Use Studies
This report studies the learning and use of computer applications programs–i.e., word processing programs, database management programs, and spreadsheets–in elementary and secondary school computer literacy courses. This study was designed to identify teachers' pedagogical assumptions and expectations underlying the use of applications software in the school classroom, and to specify targets of difficulties, especially recurrent difficulties encountered by students of even the most experienced teachers. Activities include a literature search, a questionnaire survey of elementary and secondary school teachers in 18 school districts, and classroom observations of 11 teachers learning to use Applewriter II, PFS File, and Visicalc. A tentative list of the targets of difficulties groups the problems in six areas: (1) keyboarding; (2) computer concepts; (3) operations within specific programs; (4) information management; (5) attitudes and beliefs; and (6) organizational constraints. Three appendixes provide cross tabulations of questionnaire responses by grade level. A thesaurus of keywords describing targets of difficulty for applications software and a sample database of difficulties arranged in outline format are included. (28 references) (EW)

ED 305 925 IR 013 794
Perkins, D. N. And Others
Conditions of Learning in Novice Programmers. Concept Paper.
Educational Technology Center, Cambridge, MA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ETC-85-13
Pub Date—Apr 85
Note—39p.
Pub Type— Opinion Papers (120) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Classroom Observation Techniques, *Cognitive Style, Discovery Learning, Elementary Secondary Education, *Learning Processes, *Learning Strategies, Microcomputers, *Problem Solving, *Programing, Psychological Studies, *Skill Development
Identifiers—BASIC Programing Language, Debugging (Computers), LOGO Programing Language
Under normal instructional circumstances, some youngsters learn programming in BASIC or LOGO better than others. Clinical investigations of novice programmers suggest that this happens in part because different students bring different patterns of learning to the programming context. Many students disengage from the task whenever trouble occurs, neglect to track closely what their programs do by reading back the code as they write it, try to repair "buggy" programs by haphazardly tinkering with the code, or have difficulty breaking problems down into parts suitable for separate chunks of code. Such problems interfere with students making the best of their own learning capabilities: students often invent programming plans that go beyond what they have been taught directly. Instruction designed to foster better learning practices could help students acquire a repertoire of programming skills, perhaps with spinoffs having to do with "learning to learn." (29 references) (Author)

ED 305 926 IR 013 795
Schwartz, Steven And Others
Empirical Studies of a "Metacourse" To Enhance the Learning of BASIC.
Educational Technology Center, Cambridge, MA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ETC-TR-88-13
Pub Date—Apr 88
Contract—400-83-0041
Note—72p.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Classroom Observation Techniques, *Cognitive Processes, Cognitive Tests, High Schools, *Metacognition, Microcomputers, *Problem Solving, *Programing, *Transfer of Training
Identifiers—BASIC Programing Language
This report introduces the concept of a "metacourse"–i.e., the provision of mental models, problem solving strategies, key concepts, and other structures–to assist students in learning programming, and examines the effect of the use of such a metacourse on high school programming students. The experimental group consisted of 6 teachers who taught BASIC programming to 132 students at 5 high school laboratory sites, and the control group consisted of 9 teachers who taught 239 students at 8 control sites. The metacourse consisted of a series of eight instructional lessons interspersed throughout the semester. Students were given both pretests and posttests in cognitive skills, and observations of the experimental sites were also made. After examining these data, a second revised metacourse was developed and used with nine other teachers in seven new sites under conditions that more normally duplicate normal classroom innovations. The results showed that both the laboratory site and classroom site students who were exposed to the metacourse experienced significant improvement in their mastery of the BASIC programming language. However, the modest evidence of "transfer" skills found in the laboratory site was not evident in the second study under more normal classroom conditions. This suggests that transfer from programming is not normally obtained unless special efforts are made to explicitly design such elements into the intervention. Appended materials include the cognitive pretest/posttest, a test on BASIC, and a classroom observation worksheet. (34 references) (EW)

ED 305 927 IR 013 796
Janszen, Karen And Others
Educational Videodiscs: The Influence of Design Approaches and School Factors on Early Classroom Uses.
Educational Technology Center, Cambridge, MA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ETC-TR-88-17
Pub Date—Jun 88
Contract—400-83-0041
Note—45p.
Pub Type— Opinion Papers (120) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Case Studies, *Classroom Environment, *Educational Environment, *Educational Technology, *Instructional Design, Learning Activities, *Multimedia Instruction, Pilot Projects, Secondary Education, Teacher Attitudes, *Videodisks
With videodisc still two to five years away from adoption in mainstream schools, it is now time to step back and assess how this new media can best

serve teachers and learners. This assessment begins with informal profiles of videodisc use patterns in a variety of school classrooms and analyses of the key factors underlying these early and often experimental uses. This study shows two interconnected variables at work when schools use videodisc: those related to the disc itself and those related to the classroom or school environment. The design approach embedded in a videodisc influences how adaptable a disc is to a variety of classroom purposes. The ways teachers and students use videodisc is influenced by three major factors: the teaching and learning activity undertaken; the degree of access to videodisc equipment; and school-wide attitudes toward teaching with technology. It is concluded that videodisc can promote understanding through active inquiry when it offers flexible and open-ended design and opportunities for teachers and students to choose, explore, and manipulate videodisc images. Based on variables related to both videodisc design and educational context, ways for secondary school teachers and students to take best advantage of what is uniquely useful about videodisc technology are suggested. (16 references) (Author/EW)

ED 305 928 IR 013 797
Mandinach, Ellen B. And Others
The Impact of the Systems Thinking Approach on Teaching and Learning Activities.
Educational Testing Service, Princeton, N.J.
Report No.—ETC-TR-88-31
Pub Date—Dec 88
Note—102p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Cognitive Processes, *Computer Simulation, *Curriculum Development, High Schools, History Instruction, *Instructional Effectiveness, Learning Activities, Problem Solving, Psychological Studies, Science Instruction, *Systems Approach
Identifiers—*Systems Thinking and Curriculum Innovation Proj
The Systems Thinking and Curriculum Innovation (STACI) project is a multi-year research effort intended to examine the cognitive demands and consequences of learning from a systems thinking approach to instruction and from using simulation-modeling software. This study tests the potentials and effects of integrating the systems approach into science and history courses to teach content knowledge as well as general problem solving skills. Also examined is the effectiveness of STELLA, a simulation-modeling software program, as a tool by which to examine scientific and historical phenomena. The focus of the research is on the learning outcomes and modeling performance that result from introducing an instructional environment that enables students to learn from and make concrete multiple representations of dynamic phenomena. Analyses of the data are presented in 14 tables and 12 appendixes include additional data, worksheets for various tasks, and a description of ways in which the systems thinking approach was integrated into three science courses. (16 references) (Author/EW)

ED 305 929 IR 052 696
Feldt, Jill
Going Online the MI Way.
Institute of Metals, London (England).
Pub Date—88
Note—12p.
Pub Type— Guides - General (050) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Costs, *Databases, Foreign Countries, Metallurgy, *Online Searching, *Online Systems, Online Vendors, *Search Strategies, Telecommunications
Identifiers—*Materials Information
This booklet describes online searching using Materials Information, a metallurgy and metals science information service of the Institute of Metals in London and ASM International in Cleveland, Ohio, which is available through the major online vendors. Described in detail are online searching, online databases, costs, online hosts or vendors, telecommunications and equipment needed, procedures for getting online, search strategies, and where to go for help. An insert sheet provides the headquarters addresses of online hosts or vendors in both the United States and Europe. (EW)

ED 305 930 IR 052 697
Puscoe, M. W.
Impact of Environmental Pollution on the Preservation of Archives and Records: A RAMP Study.
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
Report No.—PGI-88/WS/18
Pub Date—Sep 88
Note—51p.
Pub Type— Guides - General (050) — Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Air Pollution, Annotated Bibliographies, *Archives, Audits (Verification), *Climate Control, Guidelines, Paper (Material), Physical Environment, *Preservation, *Records (Forms)
Identifiers—*Pollutants, Pollution Audits
Following a description of the essential chemical and physical structures of most archive documents, this paper examines the various pollutants that can damage these documents and gives their characteristics. The pollutants are categorized as environmental (e.g., smokes, mineral dusts); exterior gas and vapor (e.g., oxygen, water, sulphur dioxide); and internal active pollutants (e.g., organic acids, aldehydes); and pollution from activities (e.g., burning fuels, air treatment systems). The kinds of damage caused by these pollutants are then discussed for seven types of materials: (1) carbohydrates, cellulose, starch and gums; (2) cellulose esters, nitrate, and acetate; (3) protein materials; (4) synthetic polymers; (5) natural organic materials; (6) metals and their compounds; and (7) colored organic substances. Anti-pollution strategies for archives are presented in three categories representing different approaches to the problem: elimination of the sources of pollution, preventing the entry of pollutants, and deactivation of pollutants within an archive. Guidelines for forecasting pollution and pollution auditing are also provided. A brief summary concludes the report and a 44-item annotated bibliography is attached. (EW)

ED 305 931 IR 052 698
Rothlisberg, Allen P.
Infopower at Northland Pioneer College.
Northland Pioneer Coll., Holbrook, Ariz.
Pub Date—May 88
Note—10p.
Pub Type— Opinion Papers (120) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Continuing Education, Distance Education, Higher Education, Learning Resources Centers, *Media Specialists, *Paraprofessional Personnel, Public Libraries, *Rural Areas, School Libraries
Identifiers—*Arizona
This paper considers various ways in which InfoPower, the recently instituted library/media technology program at Northland Pioneer College in Arizona, can assist in the training of professional librarians and paraprofessional library staff, particularly those in rural, isolated areas who may not be able to attend traditional classes. The need for making such training available to both professional and paraprofessional staff is discussed, and it is noted that both the 2-year paraprofessional degree program and the 1-year certificate program in library/media technology have been designed with the rural areas in mind. Descriptions of two courses to be offered during the fall semester of 1988–Introduction to Library/Media Services and Church Librarianship–indicate that instruction will be offered on an individualized basis and that students will be required to come to the campus only twice, once for an orientation session at the beginning, and once for a concluding seminar at the end of the course. An application for funding for a summer institute to take place in 1989 is noted, and a discussion of the need for continuing education opportunities for graduate professional librarians in the area concludes the paper. (EW)

ED 305 932 IR 052 699
Co, Francisca K.
An Investigation into the Economics of Retrospective Conversion Using a CD-ROM System.
Pub Date—88
Note—38p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Bibliographic Databases, *College Libraries, Comparative Analysis, *Cost Effectiveness, Economics, Higher Education, Library Catalogs, *Machine Readable Cataloging, Online Catalogs, *Optical Data Disks
Identifiers—Bibliofile, OCLC, *Retrospective Conversion (Library Catalogs)
This study compares the cost effectiveness of using a CD-ROM (compact disk read-only memory) system known as Bibliofile and the currently used OCLC (Online Computer Library Center)-based method to convert a university library's shelflist into a machine-readable database in the MARC (Machine-Readable Cataloging) format. The cost of each method of retrospective conversion was determined from a random sample of bibliographic records. The two systems were then compared in three areas to determine which method would be more cost effective: costs, the total time expended for editing a set of cards, and the total hit rate. The results obtained from the comparisons showed that: (1) the CD-ROM would be less expensive than OCLC in overall cost for a 5-year period; (2) there was no significant difference between the amounts of time used by each system to edit a record; and (3) OCLC had a higher hit rate. To compensate for the lower hit rate of the CD-ROM, a compensation cost was added to the CD-ROM cost; however, even with the cost adjustment, the total cost of CD-ROM was still lower than OCLC by 44%. Further investigation and study are recommended in areas such as the impact of CD-ROM on the library's workflow, its impact on the attitudes of users, the actual implementation of the CD-ROM system, and the problems and implications that would be associated with its implementation. (9 tables and 41 references) (EW)

ED 305 933 IR 052 702
Gillfillan, Nancy M.
Literacy Is VITAL. Final Report.
Dane County Schools, Madison, WI.
Pub Date—[87]
Grant—G008610895
Note—72p.
Pub Type— Reference Materials - Bibliographies (131) — Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adult Literacy, Annotated Bibliographies, Audiovisual Aids, Courseware, *Federal Aid, High Interest Low Vocabulary Books, Institutional Cooperation, *Library Materials, *Literacy Education, Microcomputers, Outreach Programs, *Program Development, Program Evaluation, *Public Libraries, Tutoring, Two Year Colleges
Identifiers—*Illinois, *Library Services and Construction Act
Via an LSCA (Library Services and Construction Act) Title VI Library Literacy grant for fiscal year 1986, the Dixon (Illinois) Public Library expanded its involvement in the literacy effort. Additional rooms were made available for tutoring, materials and equipment for literacy students and books and equipment for literacy tutors were provided, public awareness of the literacy services was increased, and staff hours were expanded to better serve the literacy project. The library supports and cooperates with the literacy program at Sauk Valley Community College, and tutors trained there have been using the library to its capacity. Renovations to the library increased tutoring space, and teaching time rose from 33 to 120 hours per week. Materials purchased for the program included life-skills and high interest-low level readers for adults; courseware for use with two Apple IIe computers; and videocassette tapes and viewing equipment. A professional collection of books and videotape cassettes for tutors was also established. Library staff members were trained to work with tutors and students to provide optimum collection use. Emphasis was on promoting public awareness of the literacy problem and library materials and services. A copy of the program budget and a bibliography of library materials for use in the literacy program (with reading level indicated) are provided. (Author/EW)

ED 305 934 IR 052 723
White, Phillip M.
American Indian Studies. Library Research Guide.
San Diego State Univ., CA. Univ. Library.
Pub Date—89
Note—31p.
Pub Type— Guides - Classroom - Learner (051) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*American Indian Studies, Annotated Bibliographies, College Libraries, *Government Publications, Higher Education, Indexes, Library Guides, *Library Materials, Newspapers,

Periodicals, *Reference Materials
Identifiers—San Diego State University CA
This guide to sources for students at San Diego State University doing library research in topics related to American Indian Studies begins by noting that information on North American Indians can be found in a variety of subject disciplines including history, anthropology, education, sociology, health care, law, business, and politics. The sources listed are annotated, and include bibliographies, monographs, periodicals, newspapers, government publications, microform collections, and the university archives. Information is also provided on interlibrary loan, the San Diego State University Library, and the University's American Indian Studies Department. Appendixes contain a list of periodicals, maps showing the distribution of Indian tribes in California and in the Southwest, and statistics for Indian populations living on reservations in Southern California. (EW)

ED 305 935 IR 052 724
Arizona Long Range Program for Library Development, 1989-92.
Arizona State Dept. of Library and Archives, Phoenix.
Pub Date—30 Sep 88
Note—54p.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Library Planning, Library Services, *Long Range Planning, *Public Libraries, *State Federal Aid, *State Libraries, *Statewide Planning
Identifiers—*Arizona, Library Development, *Library Services and Construction Act
This report on the FY 1989-92 LSCA (Library Services and Construction Act) Long Range Program for library development in Arizona begins by describing the purpose of the program and the methodology used in its development, i.e., a review and analysis of past statewide library plans, and structured group meetings with librarians throughout the state to provide opportunities for consultation on the validity, scope, and priority of issues identified from past studies and plans. Brief discussions of the areas covered by the study are then presented, including the needs of the state's 135 public libraries in general and the needs of such special constituencies as the institutionalized, minorities, the economically disadvantaged, the elderly, and limited English speaking persons. Interlibrary cooperation, the State Library, and the Arizona State Advisory Council on Libraries are also discussed. Information on LSCA is then provided, including the dissemination of reports prepared for LSCA in Arizona; LSCA criteria; the LSCA grants application and review process; Title II–Public Library Construction; the 1989 LSCA Long Range Program Rules and Regulations and Guidelines; and the Arizona 1989 LSCA Mission and Supporting Goals. Nine goals that have been developed to support this mission are then presented together with objectives and activities designed to meet those goals. A list of the members of the State Advisory Council on Libraries is appended. (EW)

ED 305 936 IR 052 725
White, Phillip M.
Criminal Justice and Criminology. Library Research Guide.
San Diego State Univ., CA. Univ. Library.
Pub Date—88
Note—45p.
Pub Type— Guides - Classroom - Learner (051) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—College Libraries, *Criminology, Databases, *Government Publications, Higher Education, Library Guides, *Library Materials, *Periodicals, *Reference Materials, Statistical Surveys
Identifiers—*San Diego State University CA
This guide to sources for students at San Diego State University who are doing library research in Criminal Justice, Criminology, and related subject areas begins by noting that topics in these areas can be researched in a variety of subject disciplines, including psychology, sociology, law, social work, political science, public administration, business, education, and even biology, chemistry, and medicine. Annotations are provided for entries whose titles are not self explanatory or for works which are important sources. A variety of sources are listed, including monographs, periodicals, newspapers, databases, bibliographies, government publications, and statistical publications. The University's Public Administration Research Center is described, and two appendixes list periodicals and National Institute of Justice Publications. (EW)

ED 305 937 IR 052 726
Larson, Joyce And Others
Enhancing Reference Service in a Subject-Divided Library: The Role of an Information Desk.
Pub Date—Jan 89
Note—53p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*College Libraries, Higher Education, *Library Statistics, Pilot Projects, *Program Effectiveness, *Program Evaluation, *Reference Services, *Users (Information)
An information desk was added to the public services area of the Ward Edwards Library at Central Missouri State University as a pilot project. The project started at the beginning of the fall semester of 1988, and statistics were kept during the trial period to determine whether this added access point enhanced reference service. The desk was manned by volunteers from both technical and public services staffs. The primary purpose of the information desk was to answer library directional questions, although some brief reference questions and general questions about the campus were also fielded. Statistics for the first 13 days that classes were in session showed that more than 2,000 library-related and nearly 200 campus-related questions were answered. In addition, more than 350 pamphlets (library and campus) were distributed. Statistics were also complied later in the semester, and the overwhelming success of the project led the library staff to recommend to the Dean of Library Services that the information desk become a part of reference services. The text is supplemented by four diagrams and three tables, and supporting statistical materials are appended. (EW)

ED 305 938 IR 052 727
Federal Public Library Programs in Alabama. Extracted from Alabama Public Library Service and Alabama Administrative Code.
Alabama Public Library Service, Montgomery.
Pub Date—89
Note—65p.; Printed on colored paper, therefore copies may not reproduce well.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Evaluation Criteria, *Grants, *Library Services, Library Standards, *Program Evaluation, *Public Libraries, Public Policy, *State Federal Aid, State Legislation, *State Libraries
Identifiers—*Library Services and Construction Act
This document provides 11 extracts from Alabama State Law and Federal Law concerning state implementation of federal public library programs under the LSCA (Library Services and Construction Act). These extracts are entitled: (1) Bylaws of the State Advisory Council on Libraries; (2) Administration of Library Services and Construction Act Grants; (3) Purposes of LSCA I and III; (4) Rules and Regulations for Titles I and III; (5) Catalog of Title I Subgrant Opportunities; (6) Selected Alabama Public Library Standards; (7) Selected Alabama Public Library System Standards; (8) Evaluation of Title I and III Proposals; (9) Rules and Regulations for Title II; (10) Planning and Development Grants (LSCA); (11) Multitype Library System Grants (LSCA); and (12) Scholarship Grants (LSCA). The law number is provided for each extract. (EW)

ED 305 939 IR 052 728
Redmond, Linda, Comp.
Guide to Spoken-Word Recordings: Foreign-Language Instruction and Literature. Reference Circular No. 88-2.
Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.
Pub Date—Dec 88
Note—30p.
Available from—Reference Section, National Library Service for the Blind and Physically Handicapped, Library of Congress, Washington, DC 20542 (free).
Pub Type— Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Audiotape Cassettes, Catalogs, *Conversational Language Courses, *English (Second Language), *Foreign Language Books, *Intensive Language Courses, Literature, Publishing Industry, *Second Language Instruction
This reference circular lists 49 sources for recordings of both literature and instruction in various foreign languages, as well as recordings for instruction in English-as-a-Second Language. Information cited was compiled from responses to a questionnaire sent to the producers and distributors of spoken-word recordings. Where available, telephone numbers are included. Also included is information on the medium and the price, as well as short descriptions of the types of materials available. A selected list of nine publications with current information about foreign language spoken-word recordings is also provided. Indexes for language and literature sources are included. (EW)

ED 305 940 IR 052 729
Guidelines for Quality in Continuing Education for Information, Library and Media Personnel.
American Library Association, Chicago, Ill.
Pub Date—12 Jan 88
Note—22p.; Prepared by the Continuing Education Subcommittee of the Standing Committee on Library Education (SCOLE), and adopted by the American Library Association (ALA) Council on January 12, 1988.
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Design Requirements, Guidelines, *Librarians, Library Associations, *Media Specialists, *Professional Continuing Education, *Program Design, *Program Evaluation
Identifiers—Continuing Library Education Network and Exchange
Guidelines for continuing education for information, library, and media personnel are presented in this report, which provides criteria for five different kinds of continuing education strategies: (1) group programs and activities; (2) individualized programs and activities; (3) instructional materials and technologies; (4) continuing education providers; and (5) learning consultants for individualized continuing education programs. Criteria are different for each type of program, but for each criterion, several assessment factors are provided. Also provided are a glossary of terms and a brief history of the development of these guidelines, which have been adapted from a research and development project funded by the U.S. Office of Education in conjunction with CLENE, Inc. (the Continuing Library Education Network and Exchange). (EW)

ED 305 941 IR 052 731
Pavisich, Maria Nelly
The Independent Information Provider as Entrepreneur.
Pub Date—88
Note—33p.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Entrepreneurship, Futures (of Society), History, *Information Needs, *Information Scientists, Information Sources, *Marketing, *Social Influences, *Users (Information)
Identifiers—*Privatization
Arguing that entrepreneurship in information provision and the use of information resources and ideas for strategic advantage are major impacts of a maturing information society, this paper begins by reviewing the history of the knowledge industries (education, research and development, communications, media, information machinery, and information activities); the post-industrial society; the information economy (primary and secondary sectors); societal trends (service economy; information as a resource, a factor of production, and a commodity; and scientific discovery and technological innovation); and the social impact of the information-based society. Eight additional topics are then addressed: (1) information as a commodity; (2) marketing and the trend toward privatization of information; (3) user needs in a marketing context–how information is made available to the user/consumer; (4) fee-based versus free information services–the public-private sector competition; (5) the new intermediary role–information brokers, consultants, counselors; (6) types of fee-based information services; (7) a brief history of four decades of fee-based information services; and (8) end user online searching versus the intermediary role. (25

references) (CGD)

JC

ED 305 942 JC 890 161
Vorp, Ron
Correspondence between the Florida Multiple Assessment Programs and Services (MAPS) and the Scholastic Aptitude Tests (SAT) at Miami-Dade Community College Based on Students Who Wrote Both Tests. Research Report No. 87-21.
Miami-Dade Community Coll., Fla. Office of Institutional Research.
Pub Date—May 87
Note—26p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Standards, *College Entrance Examinations, Community Colleges, Comparative Analysis, *Cutting Scores, Mathematics Tests, *State Standards, Student Placement, *Test Validity, Two Year Colleges, Verbal Tests
Identifiers—*Multiple Assessment Programs and Services, *Scholastic Aptitude Test
A study was conducted at Miami-Dade Community College (MDCC) to determine the comparability of the two tests used in Florida to assess students' entry-level skills, the Florida Multiple Assessment Programs and Services (MAPS) battery and the Scholastic Aptitude Test (SAT). The study also sought to determine the effect of altering SAT cutoff scores at MDCC in accordance with state guidelines. The MAPS and SAT scores of students who had taken both tests were analyzed. For the most part, these students' combined math and verbal scores on the SAT were not sufficiently high by MDCC standards to exempt them from taking the MAPS for course placement. Study findings, based on the scores of 4,718 students, included the following: (1) of the 1,976 students whose scores on the verbal section of the SAT met the minimum state requirement, only 12.6% failed to meet the minimum MAPS reading score required to enter college-level courses; (2) of the 2,742 students identified by the verbal section of the SAT as needing college preparatory courses, 47.3% were not so identified by the MAPS reading subtest; and (3) of the 3,251 students who failed to reach the state cutoff score for college-level skills on the SAT math test, 37.4% were identified as needing remedial math courses by the MAPS and 62.6% were placed by the MAPS in college-level math courses. Based on study findings, it was concluded that it was easier for students to achieve the minimum MAPS scores than the minimum SAT scores, leading to the recommendation that either the SAT minimum scores be lowered or the MAPS scores raised to reduce the disparity between the two tests. (ALB)

ED 305 943 JC 890 163
Vorp, Ron
Enrollment Patterns of Students Who Wrote the Florida Multiple Assessment Programs and Services (MAPS). Research Report No. 87-31.
Miami-Dade Community Coll., Fla. Office of Institutional Research.
Pub Date—Sep 87
Note—13p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Basic Skills, Black Students, *College Entrance Examinations, Community Colleges, Correlation, Cutting Scores, *Enrollment Influences, Females, Hispanic Americans, Males, *No Shows, School Registration, Scores, Two Year Colleges, *Two Year College Students, White Students
Identifiers—*Multiple Assessment Programs and Services
A study was conducted at Miami-Dade Community College (MDCC) of individuals who took the Florida Multiple Assessment Programs and Services (MAPS) exam, presumably with the intention of enrolling at the college, and then failed to register within four semesters of taking the test. The study sample included 6,776 examinees writing the MAPS in July, August and September of 1985 and an additional 7,365 who took the exam during the same months in 1986. Test records were examined to investigate the relationship of MDCC registration to MAPS scores, gender, and ethnicity. Study findings for the two years combined include the following: (1) 13% of all examinees failed to register during the following academic year; (2) among students who scored below the cutoff scores on all MAPS subtests, 25% failed to enroll; among those who passed only one subtest, 14% failed to enroll; among those who passed two subtests, 10% failed to enroll; and among those who passed all subtests, only 6% failed to enroll; (3) the non-enrollment rate among Black examinees was 22%, compared to 10% to 11% for Whites and Hispanics; (4) although only 10% of the Hispanic examinees failed to register, the large number of Hispanics tested resulted in their comprising about 40% of all nonenrollees; and (5) male and female examinees had the same enrollment rate. (AJL)

ED 305 944 JC 890 164
Einspruch, Eric
A Longitudinal Follow-Up of Miami-Dade Students Who Failed the CLAST in Fall 1986. Research Report No. 88-03.
Miami-Dade Community Coll., Fla. Office of Institutional Research.
Pub Date—Feb 88
Note—7p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Colleges, Educational Trends, *Failure, Followup Studies, *Minimum Competency Testing, *Scores, Two Year Colleges, *Two Year College Students
Identifiers—*College Level Academic Skills Test, *Retesting
During the fall 1986 administration of the College Level Academic Skills Test (CLAST), 980 Miami-Dade Community College (MDCC) students took the exam for the first time. Of this group, 71.6% passed, and 28.4% failed one or more CLAST subtests. A study was conducted of the group of students who were required to retake one or more subtests in order to pass the exam. The study sought to determine the numbers of students who retook the exam and ultimately passed all four parts, those who retook the exam and still did not pass all four parts, and those who did not retake the exam. Data from the MDCC CLAST research file were supplemented with state CLAST data to identify students who retook the CLAST at other institutions. Study findings, which included comparisons with results from a similar study conducted in 1984, revealed the following: (1) of the 278 students who took the CLAST for the first time in fall 1986 and failed, 67.2% retook the exam at MDCC or another school during the following year and passed, and 16.2% retook it and failed again; (2) considering only MDCC testing data, the number of students who retook the CLAST increased from 66% in 1984 to 77.7% in 1986; and (3) combining the percentages of students who passed the CLAST the first time and those who passed it the second time, the ultimate pass rates were 86% for the 1984 group and 90.8% for the 1986 group. (AJL)

ED 305 945 JC 890 165
Belcher, Marcia J. Einspruch, Eric
Why Is CLAST Performance Declining? Research Report No. 88-07.
Miami-Dade Community Coll., Fla. Office of Institutional Research.
Pub Date—Feb 88
Note—18p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Basic Skills, Community Colleges, English (Second Language), Grade Point Average, Longitudinal Studies, *Minimum Competency Testing, Reading Skills, Required Courses, Scores, *Test Score Decline, Trend Analysis, Two Year Colleges, *Two Year College Students, Writing Skills
Identifiers—*College Level Academic Skills Test
In 1988, a study was conducted at Miami-Dade Community College to explain declining scores on the College Level Academic Skills Test (CLAST) since 1984. Specifically, the study sought to determine whether students had changed in terms of their basic skills at college entry, native language, needs for English as a Second Language instruction, cumulative credits, grade point average (GPA), and number of completed English courses. Students who took the CLAST for the first time in March 1984, 1985, 1986, or 1987 were included in the study. Study findings included the following: (1) in 1985, 88% of the students who took all three English courses passed all four parts of the CLAST, while in 1987, only 74% passed all four parts; (2) 97% of the 1985 group who took all three English courses passed the reading subtest, compared to 84% of the 1987 group; (3) students taking the CLAST in 1987 had placement test scores and GPA's that were similar to students from previous years; (4) the number of native English speakers taking the CLAST increased from 51% in 1984 to 57% in 1987, eliminating English language skills as a factor in declining scores; and (5) the percentage of students who passed all three required English courses with a "C" or better increased from 54% in 1985 to 80% in 1987, eliminating the possibility that CLAST takers are not satisfactorily completing English requirements. (AAC)

ED 305 946 JC 890 166
Losak, John Einspruch, Eric
Implications for CLAST Retake Performance Using Proposed 1989 Standards. Research Report No. 88-10.
Miami-Dade Community Coll., Fla. Office of Institutional Research.
Pub Date—Mar 88
Note—9p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Standards, Community Colleges, *Cutting Scores, Failure, *Minimum Competency Testing, Scores, *State Standards, Two Year Colleges, *Two Year College Students
Identifiers—*College Level Academic Skills Test, *Retesting
Proposed 1989 standards will raise the passing score on the College Level Academic Skills Test from 275 to 295 in computation, from 270 to 295 in reading and writing, and from 4 to 5 on the essay test. A study was conducted at Miami-Dade Community College (MDCC) to examine the impact of these proposed standards on the passing rates of students taking the CLAST for the first time and those retaking it. An analysis of the test scores of students who wrote the CLAST in fall 1986 revealed the following: (1) of the 980 MDCC students taking the CLAST for the first-time, 71% passed the exam, 16.4% failed one subtest, 8.4% failed two subtests, and 3.6% failed more than two subtests; (2) had the 1989 standards been in effect, 29.1% would have passed the exam, 25.8% would have failed one subtest, 20.8% would have failed two subtests, and 24.3% would have failed three or more subtests; (3) of the 278 students who failed the CLAST for the first time in 1986, 216 retook the exam during the following year; of these 77.3% eventually passed all four subtests and 18.5% passed three; and (4) had the 1989 standards been in force, only 8.3% of the students who retook the CLAST would have passed. (AAC)

ED 305 947 JC 890 167
Vorp, Ron
Basic Skills Assessment Results of Dade County High School Graduates at Miami-Dade Community College. Research Report No. 88-13.
Miami-Dade Community Coll., Fla. Office of Institutional Research.
Pub Date—Sep 88
Note—24p.
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Basic Skills, College Bound Students, *College Entrance Examinations, Community Colleges, Cutting Scores, Grades (Scholastic), *High School Graduates, High Schools, Reading Skills, Remedial Programs, Scores, Student Placement, Two Year Colleges, *Two Year College Students, Writing Skills
Identifiers—*Multiple Assessment Programs and Services
This report details the performance of recent high school graduates on entrance exams given at Miami-Dade Community College (MDCC) in fall of school year 1987-88 to assess basic reading, writing, and algebra skills. The following data are provided: (1) the numbers and percentages of MDCC students from Dade County high schools who submitted Scholastic Aptitude Test (SAT) scores and the percentages of those with SAT scores who were referred for further testing; (2) similar data for students submitting American College Testing Program scores; (3) student performance on the subtests of the Florida Multiple Assessment Programs and Services (MAPS) by feeder school; (4) proportions of students falling above the cutoff scores on zero, one, two, or all three of the MAPS subtests, and the proportions falling below the cutoff scores;

and (5) grades received in remedial reading, composition, and math courses and in freshman-level core courses by graduates of Dade County high schools. (AAC)

ED 305 948 JC 890 168
Eisenpreis, Eric
Evaluation of the Student Telephone Assisted Registration (STAR) Service. Research Report No. 88-22.
Miami-Dade Community Coll., Fla. Office of Institutional Research.
Pub Date—Aug 88
Note—17p.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Black Students, Community Colleges, Hispanic Americans, *School Registration, School Surveys, Student Characteristics, *Student Reaction, *Telephone Communications Systems, Two Year Colleges, Two Year College Students, Use Studies, White Students
Identifiers—*Student Telephone Assisted Registration System
Miami-Dade Community College's Student Telephone Assisted Registration (STAR) system permits students to obtain a listing of their course schedules; register for, add, or drop classes; or get a list of available course sections by phone. In winter 1988, a study was conducted to assess student use of and reactions to the STAR system. Questionnaires were mailed to 2,066 students to determine which STAR services they had used, their preferred method of registering, their reasons for not using the system, the clarity of the STAR instructions, and suggestions for improving the system. Study findings, based on responses from 362 students and STAR usage data, included the following: (1) of the college-wide total of 45,384 credit students enrolled in winter 1988, 11,954 (27%) registered using STAR; (2) 62.2% of the respondents said that they had tried to register, or add or drop classes using STAR; 32.3% had not tried the system; while 5.2% did not know about it; (3) 14.9% of the STAR users had called to listen to their class schedule, and 9.9% had called for a list of open classes; (4) of the respondents who had tried to use STAR, 78.3% indicated that they preferred it to any other registration method, 9.5% preferred the usual on-campus registration procedure, and 12.2% had no preference; (5) roughly equal fractions of Blacks (55.6%) and Hispanics (58.3%) had used the service, but a considerably greater proportion of Whites (72.0%) had used the service; and (6) 75.8% of the students under 20 had tried the STAR service, while only 57.0% of those 30 and over had used the service. (AAC)

ED 305 949 JC 890 169
Vorp, Ron
Miami-Dade Community College: Do Students Get What They Want? Research Report No. 88-25.
Miami-Dade Community Coll., Fla. Office of Institutional Research.
Pub Date—Sep 88
Note—33p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—College Faculty, *College Role, Community Colleges, *Participant Satisfaction, School Surveys, *Student Attitudes, *Student College Relationship, Student Needs, Two Year Colleges, *Two Year College Students
A survey was conducted at Miami-Dade Community College (MDCC) to identify the functions that students feel are important for a community college to perform, the characteristics that students consider attractive in a college, and students' ratings of MDCC in terms of those same characteristics. Questionnaires were distributed in class to 4,700 students. Study findings, based on a 40% response rate, included the following: (1) over 90% of the respondents agreed with statements that it was important for a community college to provide students with the opportunity to become broadly educated; to help them acquire depth of knowledge; and to prepare them to communicate effectively, analyze and express ideas, and identify and solve problems; (2) the items which fewest students thought were important were those concerning extracurricular activities, cultural events, and developing personal independence; (3) when students were asked to rate their ideal college on various factors, high ratings were given to faculty-related items, advising/counseling, quality education, job preparation, library facilities, and flexible schedules; and (4) counseling, advising, career planning, and job placement at MDCC received relatively low ratings in relationship to students' perceptions of the importance of these services. (AAC)

ED 305 950 JC 890 170
Baldwin, Anne
International Student Profile. Research Report No. 88-26.
Miami-Dade Community Coll., Fla. Office of Institutional Research.
Pub Date—Dec 88
Note—111p.
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Academic Achievement, Community Colleges, Enrollment Influences, *Enrollment Rate, *Enrollment Trends, *Foreign Students, Latin Americans, National Surveys, *School Demography, Two Year Colleges, *Two Year College Students
In 1987, a study was conducted at Miami-Dade Community College (MDCC) to examine the demographic characteristics and academic performance of the 15,784 non-United States citizens enrolled at MDCC in fall 1987. The study also drew comparisons with national data originating from the Institute of International Education's annual census survey of approximately 3,000 accredited colleges. Study findings included the following: (1) since 1984, MDCC has had the greatest number of foreign students of all U.S. institutions of higher education; (2) Florida has the nation's second largest number of foreign students enrolled in two-year colleges; (3) the programs of greatest interest to foreign students both at the national level and at MDCC were engineering, business and management, and computer science; (4) at MDCC, over 85% of the foreign students came from Latin America, whereas nationally, the majority of foreign students were from the Far East; (5) foreign enrollments at MDCC increased from 1,419 in 1965 to 15,784 in fall 1987; (6) among specific citizenship categories (i.e., visa, refugee/asylee, parolee, and resident alien), resident alien students experienced the greatest growth in enrollments, while visa enrollments experienced the greatest decline; (7) among resident aliens, the largest percentage (41%) were from Cuba; (8) 46% of the refugee/asylee/parolee students were from Nicaragua, and an additional 31% were from Cuba; (9) nearly 71% of the resident alien students graduated from high school in the United States; and (10) skills assessment results showed that 70% of the refugee/asylee students and 72% of the resident alien students were academically underprepared for college, compared with 65% of the U.S. citizens. (ALB)

ED 305 951 JC 890 171
Vorp, Ron
Black Enrollment at Miami-Dade Community College: A Change in Composition. Research Report No. 88-27.
Miami-Dade Community Coll., Fla. Office of Institutional Research.
Pub Date—Oct 88
Note—27p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Black Students, Citizenship, Community Colleges, Enrollment Rate, *Enrollment Trends, Foreign Nationals, *Foreign Students, Haitians, *Racial Composition, Two Year Colleges, *Two Year College Students
A study was conducted to examine black student enrollment at Miami-Dade Community College (MDCC) in terms of changes in student characteristics and increases in proportions of black students who have a native language other than English, who have graduated from a high school outside of the United States, or who are citizens of a country other than the United States. Data for the study were obtained from fall term enrollment tapes for 1978 through 1987. Study findings included the following: (1) the enrollment of U.S. blacks decreased from 1978 through 1985, then increased in 1986 and 1987; (2) U.S. blacks accounted for 85.7% of the total black enrollment in fall 1978, but by 1987 the percentage was down to 55.9%; (3) the percentage of non-U.S. blacks enrolled during the same period increased from 14.3% to 44.1% of the total black enrollment; (4) of the non-U.S. blacks attending MDCC in 1987, 40.6% were citizens of Haiti, 28.3% of Jamaica, and 7.3% of the Bahama Islands; (5) in the same year, 68.1% of the U.S. black students and 58.3% of the non-U.S. black students were female; (6) among U.S. blacks, full- and part-time enrollments have decreased, with the number of students attending full-time decreasing at a faster rate than those attending part-time; (7) among non-U.S. blacks, full- and part-time enrollments have increased, with the numbers of part-time students increasing most rapidly; (8) among both U.S. and non-U.S. blacks, the numbers of students pursuing an associate of arts degree have increased; and (9) among non-U.S. blacks, the proportion of students who graduated from a Florida high school has increased since 1981. (ALB)

ED 305 952 JC 890 172
Elliott, Diana B.
Community College Faculty Behaviors Impacting Transfer Student Success: A Qualitative Study.
Pub Date—27 Mar 89
Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Advising, *Administrator Attitudes, College Faculty, *College Transfer Students, Community Colleges, Faculty Advisers, School Holding Power, *Student Attitudes, *Teacher Attitudes, Teacher Behavior, *Teacher Role, *Teacher Student Relationship, Transfer Programs, Two Year Colleges
In 1988, a study was conducted to examine the perspectives of community college students, faculty, and administrators concerning faculty behaviors that enhance students' ability to persist in college and transfer to a four-year institution. Semi-structured interviews were conducted with 21 faculty members and 16 administrators to elicit perceptions concerning teaching strategies, advising activities, college and community service, professional development, and responses to student diversity. In addition, 40 community college transfer students attending a large research university were interviewed in racially stratified focus groups to identify the faculty activities that most helped them complete their coursework and transfer. Study findings included the following: (1) students, faculty, and administrators agreed on the importance of several teacher behaviors, including creating an environment conducive to learning, relating course content to student experience, participating in professional growth activities, exhibiting a friendly and supportive demeanor, and setting and maintaining academic standards; (2) administrators were more inclined than faculty to emphasize the relationship between faculty activities and institutional goals; (3) in general, students expressed dissatisfaction with the advisement they had received from community college faculty; (4) for students, faculty played a central role as models of professionalism; and (5) faculty sensed ambiguity and incongruence in expectations of their role in the higher education community. (ALB)

ED 305 953 JC 890 173
Constantino, Ernesto A.
National Survey of ACE Programs.
Chicago City Colleges, Ill.
Pub Date—May 88
Note—34p.; Portions contain small print.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adult Education, College Faculty, College Programs, Community Colleges, *Continuing Education, Curriculum Evaluation, Educational Finance, *Financial Support, Marketing, National Surveys, *Professional Continuing Education, Questionnaires, Tuition, Two Year Colleges, Urban Education
In 1987-88, a national survey was conducted to determine the adult/continuing education (ACE) policies and practices of large, urban community colleges. Questionnaires were mailed to ACE deans at 74 colleges, requesting information about program characteristics, funding sources, personnel, curriculum review, and marketing and publicity. Study findings, based on a 49% response rate, included the following: (1) more than 85% of the ACE programs offered continuing professional education and community education and personal development courses, workshops, and seminars; (2) the most popular ACE courses dealt with computers and computer applications; (3) tuition for ACE programs ranged from $0 in two California colleges to

more than $40 per credit hour at two New England colleges, with the median tuition being $3.40 per credit hour; (4) the primary funding patterns involved combinations of state funding, cost-recovery fees, contracts with business or agencies, and grants; (5) at 35% of the colleges, the dean or associate dean had final curriculum approval; (6) ACE programs relied largely on part-time instructors, with 44% employing no full-time instructors at all; and (7) programs experiencing the largest declines in enrollment tended to be those offered at a large number of sites. Survey instruments are appended. (ALB)

ED 305 954 JC 890 174
1989-1990 Institutional Indicators for Proposed Operating Budget. Research Report Number 57.
Howard Community Coll., Columbia, MD. Office of Research and Planning.
Pub Date—Mar 89
Note—74p.
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Budgeting, College Faculty, Community Colleges, Continuing Education, Degrees (Academic), *Educational Finance, Enrollment Projections, Enrollment Trends, Expenditures, Income, *Student Characteristics, Teacher Salaries, Two Year Colleges, Two Year College Students
Identifiers—Howard Community College MD
This databook provides tables, charts, and graphs illustrating trends in enrollments, credit instruction and degrees awarded, continuing education, faculty, and finances at Howard Community College (HCC) in Maryland. Part 1 examines changes in enrollments and student characteristics over the past 5 to 10 years. Enrollment data are broken down by full-/part-time status, day/evening registration, minority group status, gender, age, average credit hour load, and residence. In addition, survey findings are presented concerning students' goals and reasons for selecting HCC. Part 2 focuses on credit instruction and degree programs, including data on enrollment by program type, cooperative education, programs projected for fall 1990 to fall 1994, and degrees and other formal awards granted in 1988. Survey findings are presented on students' perceptions of the quality of HCC, graduates' goal achievement, and employers' ratings of HCC graduates. After part 3 presents information on continuing education sites and enrollments, part 4 offers faculty data, including trends in ratios of full- to part-time faculty and student credit hours taken to faculty credit hours taught, and 1989 salary ranges. Finally, part 5 looks at the community's use of HCC facilities and part 6 provides data on the college's proposed operating budget for 1990, sources of revenue, projected changes in revenue sources, unmet needs for student financial aid, and tuition. (AYC)

ED 305 955 JC 890 175
Dixon, Betty L.
Success of Hispanic Students in English Classes.
Rancho Santiago Community Coll. District, Santa Ana, Calif.
Pub Date—88
Note—16p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Persistence, Community Colleges, Comparative Analysis, English Instruction, *Freshman Composition, *Grades (Scholastic), *Hispanic Americans, *Remedial Instruction, Two Year Colleges, *Two Year College Students
In response to recent increases in the enrollment of Hispanic students at Rancho Santiago College, a study was conducted to examine the grades and course completion rates of students with Hispanic surnames enrolled in English classes. Three English courses were studied: English 060, which provides a thorough review of English grammar and punctuation and emphasizes short papers; English 061, which provides instruction and practice in writing well-developed paragraphs in a variety of modes; and English 101, Freshman Composition. All students with Hispanic surnames were identified on the spring 1987 rosters for these courses, and their final grades were determined. Study findings included the following: (1) 40% of the 415 students on the rosters for English 060 had Hispanic surnames; of these 45% withdrew from class, 24% received credit for the class, and 31% received no credit; (2) 34% of the 476 students enrolled in English 061 were Hispanic; of these, 33% withdrew from class, 46% received credit, and 21% received no credit; (3) a section of English 061 with special support services for Hispanic students had a 100% completion rate, with 86% of the students receiving credit; (4) 23% of the 686 students enrolled in Freshman Composition were Hispanic; of these 34% withdrew; and (5) rates of persistence were comparable for Hispanic and non-Hispanic students in English 060 and 061, but success rates were lower for Hispanic students in all three courses. (AYC)

ED 305 956 JC 890 176
Buckheister, Amy
Institutional Effectiveness Issues for Faculty.
Rancho Santiago Community Coll., Santa Ana, Calif.
Pub Date—Feb 89
Note—27p.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Accountability, *Achievement Tests, College Role, Community Colleges, Educational Legislation, Faculty College Relationship, Measurement Techniques, *Outcomes of Education, *School Effectiveness, Standardized Tests, *State Legislation, State Programs, Teacher Role, Two Year Colleges
Identifiers—*California
An overview is provided of the issues involved in the development of programs to assess institutional effectiveness, particularly as they relate to California community colleges. After part I reviews the trends that have made institutional accountability a legislative concern nationwide, parts II and III consider various definitions of institutional effectiveness and ways of measuring it. Current practices and problems related to outcomes assessment, "value-added" measurement instruments, and exit testing are explored, the use of multiple measures and classroom-based research is suggested as a means of resolving some of the shortcomings identified with other techniques. Part IV discusses the experiences of states that have implemented statewide assessment initiatives and offers case studies of Missouri's and Tennessee's approaches. Part V addresses faculty concerns about the effects of these programs on students, classroom methods, expectations, and their own role as faculty members. It also underscores the need for teacher involvement in the institutional effectiveness movement. Part VI examines California's position in relation to the movement, focusing on: (1) the provisions of Assembly Bill 1725 that require all community colleges to "phase in" assessment programs; (2) the role of accreditation in implementing the new programs; (3) the unique characteristics of California's community colleges and their students that make the models used in other states inappropriate; and (4) ways of identifying and developing criteria to measure the attainment of each institution's individual goals. (ALB)

ED 305 957 JC 890 177
El-Khawas, Elaine H., Comp. And Others
Community College Fact Book. Macmillan Series on Higher Education.
American Association of Community and Junior Colleges, Washington, D.C.; American Council on Education, Washington, D.C. Div. of Policy Analysis and Research.
Report No.—ISBN-0-02-900941-3
Pub Date—88
Note—167p.
Available from—Macmillan Publishing Company, Front and Brown Streets, Riverside, NJ 08075 ($35.95).
Pub Type— Reports - Descriptive (141) — Numerical/Quantitative Data (110) — Books (010)
Document Not Available from EDRS.
Descriptors—College Administration, College Faculty, *College Planning, *Community Colleges, Educational Attainment, Educational Finance, Employment Patterns, Enrollment, *Enrollment Rate, Institutional Characteristics, *Population Trends, Two Year Colleges, Two Year College Students
Drawing from a variety of sources, this fact book highlights current data on community, technical, and junior colleges and looks at the social and demographic indicators bearing on the future of these institutions. First, an introductory section highlights major trends in enrollments, student characteristics, educational outcomes, finances, and staffing. Part I begins with a statistical profile of the nation's two-year colleges, providing figures on total enrollment, degrees conferred, faculty, faculty salaries, revenues, expenditures, sources of revenue, student characteristics, transfer rates, and minority enrollments and educational attainment. The remainder of the section looks at trends related to: (1) enrollment at two- and four-year colleges, full- and part-time enrollment trends, enrollment by minority group and sex, and enrollment projections; (2) college attendance rates among and characteristics of high school seniors; (3) the personal objectives and social and political attitudes of college freshmen; (4) transfer rates, academic persistence, and associate degree attainment; (5) changes in sources of community college revenues and in current-fund expenditures; and (6) administrator and faculty salaries and numbers. Part II presents demographic and economic data illustrating trends that may affect two-year institutions. Information is provided on patterns in educational attainment by age, income, region, and race/ethnicity; college enrollment rates; school enrollment trends; high school completion and achievement; population changes; changes in racial and ethnic distribution; household characteristics; and employment data. (AYC)

ED 305 958 JC 890 178
Clagett, Craig A.
Scans Solo: A One-Person Environmental Scanning Process.
Pub Date—13 Nov 87
Note—25p.; Paper presented at the Annual Conference of the Maryland Association for Institutional Research (1st, November 13, 1987).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Administration, *College Planning, Community Colleges, Educational Researchers, *Institutional Environment, *Institutional Research, *Research Methodology, *Research Utilization, Two Year Colleges
Identifiers—*Environmental Scanning
An effective environmental scan will improve the quality of community college planning and decision making by alerting institutional leaders to the challenges and opportunities in the environment. Scanning can be done in three ways: (1) establishing a scanning committee to gather and synthesize information to guide planning; (2) sponsoring a scanning conference involving outside constituencies; and (3) assigning the task to the institutional research and planning office. Regardless of the approach taken, six environmental contexts should all be monitored: demographic trends, economic conditions, legal and political processes, relations with other schools and organizations, sociocultural patterns, and technological changes. Various sources are available for keeping track of these trends. The Bureau of the Census is the primary source for national data; state agencies can often provide a wealth of useful planning information; municipal governments, associations, and private sources can provide information on the local service area; and county data can be obtained from government offices, economic development corporations, and local chambers of commerce. From the many techniques available for preparing scans of these six environmental conditions, the environmental scanner should pick the methods that facilitate dissemination of results to top management for their effective use. (ALB)

ED 305 959 JC 890 179
Santa Fe Community College Part-Time Faculty Professional Development Plan.
Santa Fe Community Coll., NM.
Pub Date—Feb 89
Note—52p.
Pub Type— Guides - Non-Classroom (055) — Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Community Colleges, Evaluation Criteria, *Faculty Development, *Faculty Evaluation, Incentives, *Part Time Faculty, Professional Development, Teacher Participation, Teacher Salaries, Two Year Colleges
Identifiers—Santa Fe Community College NM
Developed for faculty employed on a part-time basis at Santa Fe Community College (SFCC), this booklet explains the required and optional activities comprising the college's professional development program. Introductory sections reveal that part-time faculty members are required to participate in a number of professional development activities, including in-service orientation, division meetings, and student and peer evaluations, and encouraged to participate in optional in-service activities that

can lead to salary increases. After explaining the policies that regulate salary increases, the booklet identifies 53 teaching competencies that the professional development program is designed to advance. The next section reviews the procedures whereby part-time faculty complete a predetermined set of optional activities in order to advance through the seven steps on the salary schedule. Subsequent sections detail procedures for verifying and maintaining a record of professional development activities, steps in the salary schedule, anticipated results, and criteria and guidelines for determining the unit values of professional development activities. The final section looks at the various activities that can be included in an individual faculty member's professional development plan, including classroom visitations, videotapes and audiotapes on effective teaching, self-assessment inventories, faculty forums, resource persons/mentors, classroom videotaping, higher education coursework, workshops, and seminars. For each activity, the booklet provides a description and explains suggested unit values and anticipated outcomes. Relevant forms and evaluation instruments are appended. (ALB)

ED 305 960 JC 890 182
Survey of California Community Colleges Investigating Practices Relating to Contract Education.
San Bernardino Community Coll. District, CA. Office of Planning and Research.
Pub Date—Mar 89
Note—15p.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Colleges, *Job Training, *Labor Education, Performance Contracts, *School Business Relationship, State Surveys, Two Year Colleges
Identifiers—*California, *Contract Education

A survey was conducted of all 106 community colleges in California to determine the characteristics of programs implemented by the colleges to provide employee training for business, industry, and government. The survey gathered the following information on all existing programs: number of years in existence, number of contracts, enrollment, offerings, faculty participation and compensation, collective bargaining, and perceived advantages and disadvantages. Study findings, based on responses from 89 colleges, included the following: (1) 78% of the responding colleges were contracting with outside agencies to provide educational services; (2) 68% indicated that their programs were less than 5 years old; (3) the majority of the colleges contracted with less than 15 businesses or other agencies per year; (4) the majority of the colleges enrolled less than 300 students in contract programs; (5) 62% of the colleges financed their programs exclusively through contracts with a particular business or industry, while 33% claimed state apportionment since classes were open to all students; (6) the most popular courses were management development, technological training, and remedial English and math; (7) 78% of the colleges reported that their full-time faculty participate in contract instruction, with most instructors paid on an hourly basis; and (8) only 10% of the colleges specifically addressed contract instruction in their collective bargaining agreements. Lists of perceived advantages and disadvantages and the survey instrument are included. (AYC)

ED 305 961 JC 890 183
McCarthy, Frederick J.
A Research Report on the Fall 1988 Mid-Term Deficiency Follow-Up Project.
Jefferson Community Coll., Watertown, N.Y.
Pub Date—Mar 89
Note—20p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Failure, Academic Persistence, Academic Standards, Community Colleges, Grades (Scholastic), *High Risk Students, *Program Effectiveness, Program Evaluation, Two Year Colleges, Two Year College Students, *Withdrawal (Education)

For over 15 years, the Dean for Educational Services at Jefferson Community College (New York) has regularly identified and written to students whose mid-term grades indicated that they were in potential academic jeopardy. During fall 1988, a study was conducted to measure the effect of this intervention strategy on grades and persistence. Of the 106 students who received two or more F's, Incompletes, or Y's (abandonment grades) at mid-term, 54 were sent a letter explaining the significance of their grades and encouraging them to consult with their advisor or division chair or to complete the formal withdrawal process if they did not intend to complete the semester. Study findings included the following: (1) half of the students who received the letters and half of those who did not acted upon their mid-semester grades by exercising the college's course withdrawal option or by improving their grades; (2) the students who received the letters had a higher number and ratio of withdrawal grades than those who were not contacted; (3) among students who did not withdraw, both groups showed similar final grade distributions; (4) both the students who received the letters and those who did not had significantly more Y grades at the end of the semester than at mid-semester; (5) students who received the letters had a 61% fall-to-spring persistence rate, while those who did not had a persistence rate of 44%; and (6) of the 106 students in academic jeopardy at mid-term, 50 received letters of academic censure at the end of the semester. (AYC)

ED 305 962 JC 890 184
Head, Ronald B.
Occupational/Technical Programs at Piedmont Virginia Community College. Research Report No. 3-89.
Piedmont Virginia Community Coll., Charlottesville, VA. Office of Institutional Research and Planning.
Pub Date—Apr 89
Note—28p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Community Colleges, Educational Opportunities, *Employment Patterns, *Enrollment Trends, *Graduation, Occupational Information, Two Year Colleges, Two Year College Students, *Vocational Education

A study was conducted at Piedmont Virginia Community College (PVCC) to examine occupational/technical programs with respect to student enrollment, program completion, and occupational opportunities for graduates. Study findings included the following: (1) during any particular academic term, occupational/technical students constituted approximately one-third of all curricular students and full-time equivalents at PVCC; however, they made up nearly two-thirds of all PVCC graduates; (2) in 1988, nearly one-third of the occupational/-technical students were enrolled in the Business and Management program, with the next largest programs being Nursing and Computer Information Systems; (3) five of the college's nine Associate in Applied Science degree programs fulfilled the state standard of at least seven graduates per year, with the Nursing program producing an average of 41 per year; and (4) generally, the growth rates and job opportunities in occupations for which PVCC provides occupational/technical training were quite high, though the Respiratory Therapy program appeared to graduate more students than there were available jobs. Based on study findings, recommendations were developed for improving data gathering, assessing community needs, and re-examining the academic review process. (AYC)

ED 305 963 JC 890 185
Mehnert, Barbara H., Ed.
Child Care: When We Care for Children. Issue Series Number 2.
American Association of Community and Junior Colleges, Washington, D.C. American Association of Women in Community and Junior Colleges.
Pub Date—Mar 89
Note—18p.; Paper prepared in conjunction with a teleconference entitled, "When We Care for Children" (March 1989) and presented at the Annual Convention of the American Association of Community and Junior Colleges (69th, Washington, DC, March 29-April 1, 1989).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Child Caregivers, *Day Care, Day Care Centers, Early Childhood Education, *Employed Parents, *Employer Supported Day Care, Federal Legislation, Financial Support, Government Role, State Aid

As the number of working women with young children continues to grow, the demand for affordable, high quality child care increases as well. Existing licensed centers and family day care programs can only accommodate 2.5 million children, while 10.5 million children under the age of 6 have working mothers. The quality of child care programs has a definite and lasting effect on children's academic and social development, and the most important ingredients of that care are affection and respect in the interaction between the child and the child care provider. Many segments of society will need to work together to create a comprehensive system of quality care. Currently, an increasing number of companies are establishing work and family policies such as parental leave and more flexible time policies. Many assist their employees in paying for child care through flexible spending accounts, while others have initiated on-site child care centers. The Federal Government provides $6 billion in child care assistance and has recently introduced nearly 100 bills (including the Act for Better Child Care) which focus on or include some provisions for child care. State and local governments are also capable of making important contributions by assisting low-income parents and supporting quality centers. Ultimately, all who have a stake in quality child care must become involved. (AYC)

ED 305 964 JC 890 186
Snyder, William F.
Evidences of Faculty Centered Management Style.
Pub Date—Mar 89
Note—11p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (69th, Washington, DC, March 29-April 1, 1989).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrative Organization, *College Administration, College Governing Councils, Committees, Community Colleges, *Faculty College Relationship, Faculty Organizations, *Participative Decision Making, Policy Formation, Recognition (Achievement), Student Participation, *Teacher Participation, Two Year Colleges
Identifiers—*Wytheville Community College VA

At Wytheville Community College (WCC) in Virginia, the seminal management style is collegial, while the seminal management structure is bureaucratic. Formal bureaucratic structures exist for normal and routine communication and for policy decisions. However, faculty are encouraged to share their concerns with the president and other administrators without going through the formal channels. Various mechanisms have been created to encourage "coalition management": (1) the Faculty Government Association has specific committees to address admissions and standards, affirmative action, curriculum, financial aid, improvement of instruction, and other areas; (2) the College Council, made up of students, staff, faculty, and administrative representatives, provides a forum for the discussion of ideas, concepts, and policy matters; (3) the loosely organized Support Staff Group communicates directly with the president on matters related to the improvement of the work environment; (4) the president has appointed ad hoc committees and task forces to deal with such matters as the college calendar, faculty evaluation, long-range planning, and space allocation; (5) regular "town meetings" are held, involving all members of the college community; (6) all major documents, such as the "WCC Policies and Procedures Manual," are submitted to faculty in draft form for review and comment; and (7) a system to publicly recognize the contributions of faculty to community, professional, and college activities has been implemented. (AYC)

ED 305 965 JC 890 188
Vaughan, George B.
Scholarship and the Community College Professional: Mandate for the Future.
Pub Date—30 Mar 89
Note—20p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (69th, Washington, DC, March 29-April 1, 1989).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Deans, *Classroom Research, College Faculty, Community Colleges, *Faculty Publishing, Incentives, Instructional Improvement, *Scholarship, Teacher Effectiveness, Two Year Colleges

The failure to include scholarship in the commu-

nity college philosophy is a flaw that diminishes the colleges' status within higher education. A commitment to scholarship by community college professionals requires a broader definition of the term to include not only research that results in published articles, but any systematic pursuit of a topic, objective, or rational inquiry that involves critical analysis. Given this definition, the majority of community college professionals should be engaging in scholarship. Community colleges have given too little attention to scholarship for reasons that include the following: (1) in their zeal to call attention to the community college as a teaching institution, its supporters have failed to acknowledge the vital link between teaching and scholarship; (2) community colleges have rarely recognized and rewarded scholarly activities; (3) presidents and deans of instruction have generally failed to emphasize scholarship in their own roles; (4) many community college professionals do not realize that their obligation to the profession goes beyond their obligation to the job; and (5) faculty and administrators have rarely engaged in systematic approaches to the evaluation and improvement of teaching that extend beyond individual classrooms. Community colleges must overcome these barriers and demonstrate their ability to critically review and analyze the issues facing them if they are to receive community support, funding, and ultimately, students. Including scholarship as an important part of a college's rewards, tenure, promotion, and release time is an obvious first step in enhancing scholarship. Faculty and administrators should take the scholarship of teaching seriously. In so doing, they will enhance the standing and respectability of community colleges. (ALB)

ED 305 966 JC 890 189
Vaughan, George B.
General Education: The Community College's Unfulfilled Agenda.
Pub Date—17 Apr 89
Note—22p.; Paper prepared for a conference on "General Studies: Continuing Issues and Emerging Prospects" (Nelsonville, OH, April 17, 1989).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Role, *College Curriculum, College Role, Community Colleges, *Curriculum Development, *Curriculum Problems, Educational Needs, *Educational Objectives, *General Education, Two Year Colleges

Community colleges have always embraced general education in principle, but have largely failed to deliver a meaningful program of general studies. Definitions of general education stress the importance of teaching the common knowledge, cultural and environmental understanding, skills, values, and attitudes needed by each individual to be an effective family and community member, worker, citizen, and consumer. If these goals continue to be ignored, the majority of the people of this country will find themselves technologically and civically illiterate, while a small cadre of specialists will control knowledge and thus the decision-making processes. Why then, given the importance of general education and the risks inherent in ignoring it, have most community colleges fared so poorly in providing it? First, most technical curricula require so many credit hours that there is little time to devote to general education. Second, most community colleges have accepted a distribution model of general education that fails to build bridges between the disciplines. Third, most administrators are reluctant to devote the necessary time to restructuring the curriculum. Fourth, the colleges' heavy reliance upon part-time faculty has hurt attempts to bring coherence to the curriculum. And finally, too often general education is confused with the liberal arts, and especially the humanities. Steps that can be taken to develop a meaningful program of general education include the following: (1) campus leaders must believe that general education is critical to the well-being of the campus, community, nation, and world; (2) every campus should devise its own definition of general education and develop and publish a plan for putting that definition into operation; (3) leaders should involve all segments of the college, including the governing board, in curriculum development; (4) colleges should obtain external funding; and (5) colleges ought to work with four-year institutions to ensure that the general education program articulates with their undergraduate requirements. (ALB)

ED 305 967 JC 890 190
Hughes-Wiener, Gail Martin, Gerald R.
Results of Instructional Research in a Writing Across the Curriculum Staff Development Program.
Pub Date—Mar 89
Note—20p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Colleges, *Content Area Writing, Essay Tests, Faculty Development, Holistic Evaluation, Interdisciplinary Approach, Program Effectiveness, State Surveys, Teaching Methods, Two Year Colleges, *Writing Across the Curriculum, Writing Evaluation, *Writing Improvement, Writing Instruction, *Writing Skills
Identifiers—*Minnesota

In 1989, a study was conducted within the Minnesota Community College System to determine the effects of a 3-year Writing Across the Curriculum (WAC) staff development program on the quality of student writing and on student mastery of course objectives. The study methods included faculty interviews, student and faculty surveys, holistic ratings of student compositions completed at the beginning and end of the fall 1987 and winter 1988 terms, and trait ratings of essay exams in four subject areas. Study findings included the following: (1) compositions collected at the end of the term received significantly better ratings than those collected at the beginning of the term, though factors other than WAC instruction could have contributed to the improvement; (2) a small but significant positive correlation was found between students' cumulative writing experience and the quality of their writing; (3) the study of grammar was of little or no benefit to the improvement of writing; (4) though no significant correlation existed, an emergent pattern suggested that WAC instruction may improve students' mastery of course objectives; and (5) students who had more writing experience in community colleges had a more positive attitude toward writing as well as better comprehension of subject material. Though findings suggested that WAC has promise for improving writing and content mastery, additional research is needed to confirm the results. (ALB)

ED 305 968 JC 890 191
A Comprehensive Review of Selected Business Programs in Community Colleges and Area Vocational-Technical Centers. Program Review Report.
Florida State Board of Community Colleges, Tallahassee.; Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
Pub Date—22 Nov 88
Note—80p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Articulation (Education), Business Administration Education, *Business Education, Business Education Facilities, Business Education Teachers, Community Colleges, Continuing Education, Dropout Rate, *Educational Assessment, Enrollment Trends, Faculty Development, Job Placement, Marketing, School Business Relationship, Small Businesses, State Surveys, Two Year Colleges
Identifiers—*Florida

In 1988, a review was conducted of the business component of associate in arts and associate in science (AS) degree programs, and of the certificate programs in business in Florida community colleges and area vocational-technical centers. Focusing primarily on business programs in marketing, general business management, and small business management, the review gathered information on programs, enrollment, articulation, curricula, faculty development, equipment, facilities, support activities, equity, continuing education, and relations with business and industry. Information was collected through a review of the literature, a search of management information systems, public hearings, and a mail survey of the business programs in community colleges and area vocational-technical centers. Study findings included the following: (1) 69 AS programs in marketing and management; 17 one-year, college-credit certificate programs; 5 vocational certificate business programs; and 28 community college transfer programs in business administration, were identified; (2) in 1985-86, Black students represented 9% of the eurollment in community college business programs, while Hispanic students comprised 8%; (3) AS degree marketing programs in community colleges had a completion rate of 6%, while small business management degree programs had a completion rate of 7%; and (4) among AS graduates, job placement rates were 81% for marketing, 77% for general business, 80% for small business, and 50% for technical management programs. Based on study findings, 22 recommendations were developed for improving the delivery of business education. (ALB)

ED 305 969 JC 890 192
Watson, Rollin J.
Toward a "Just" Configuration: Dichotomies Which Confront the Community College.
Pub Date—[89]
Note—18p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrative Problems, College Administration, College Faculty, College Role, Community Colleges, *Educational Trends, Faculty College Relationship, *Financial Problems, Governance, *Organizational Objectives, Student Needs, Two Year Colleges
Identifiers—*Kentucky

Community colleges in Kentucky, like much of higher education nationwide, are facing a number of dichotomous conditions that need to be reconciled before a "just" educational system can be achieved. Connected to the development of systems approaches to higher education, these dichotomies include the following: (1) community colleges are funded at levels far below funding of regional universities, even though university enrollments have remained relatively stable while community colleges continue to grow; (2) institutional autonomy, incentive, and initiative have decreased as state control over budgeting and personnel practices has sought to increase cost effectiveness and efficiency, and pool talent resources; (3) the remnants of a machine bureaucracy organizational structure remain in place in community colleges, even though they no longer fit the institutions' increasingly professional organizational model; (4) strategic planning has replaced day-to-day arbitrary decision making, but at the cost of spontaneity and flexibility; and (5) driven by funding formulas to concentrate on building enrollments, colleges are employing more part-time faculty (who have less time to give individual attention to students) and providing fewer services. In addition to resolving these problems, community colleges will need to address concerns related to high rates of minority attrition, curricular and funding differentials between urban and rural colleges, an anticipated influx of older students in need of career retraining, inadequate funding, the continuing debate over mission, and the need for an orientation toward scholarship among community college faculty. (ALB)

ED 305 970 JC 890 193
Shaw, Ruth G.
Leaders for a New Century.
Pub Date—30 Mar 89
Note—13p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (69th, Washington, DC, March 29-April 1, 1989).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Qualifications, Administrator Role, Affirmative Action, *College Administration, College Faculty, *College Presidents, Community Colleges, Institutional Mission, *Leadership Responsibility, *Organizational Change, Participative Decision Making, Two Year Colleges

The turn of the century will signal a profound change in the composition and character of the leadership of community colleges. Future leaders will have in common with their peers in the private sector a global perspective and a mastery of technology seldom seen in today's leaders. More of them will be women, minorities, and immigrants. Beyond changes in skills, sex, and race, however, future leaders must be characterized by a compelling moral vision for the community college and by the ability to build communities. Their vision will be based on an understanding of the social and economic climate of the community college and the institution's potential for change and renewal. Building commu-

nities will require the ability to articulate this vision, assume a role in community leadership, and create a functioning team aligned in pursuit of a common goal. Meeting the challenges implicit in building communities necessitates: (1) educating boards of trustees and presidential search committees about the tasks of leadership in the new era; (2) modifying the approaches of graduate schools and internal leadership development programs to include nontraditional management skills; (3) building receptivity to women and minorities in leadership positions among boards and staff members; and (4) educating internal constituencies about consensus building, teamwork, information sharing, and shared decision making. New leaders and new forms of leadership will gradually transform the colleges into genuine communities. (ALB)

ED 305 971 JC 890 194
Preparation for Employment: Programs at Illinois Public Community Colleges.
Illinois Community Coll. Board, Springfield.
Pub Date—Mar 89
Note—17p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, College Role, Community Colleges, *Economic Development, Employment Programs, *Job Training, Program Descriptions, *School Business Relationship, State Programs, Two Year Colleges, *Vocational Education
Identifiers—*Illinois
This report highlights the involvement of Illinois public community colleges in preparing individuals for employment, including instruction and services offered to students and businesses. After providing an overview of the state's community college system, the report describes the following components and aspects of employment preparation: (1) occupational programs and services, including information on available programs, statewide and regional programs, and advanced technology centers housing state-of-the-art equipment; (2) programs to meet the training needs of industry (manufacturing, communications, agricultural, mining, construction, wholesale and retail trade, finance, insurance, real estate, and service); (3) mechanisms to ensure quality, including program approval procedures, business and industry advisory committees, and program review and evaluation procedures; (4) adult basic and secondary education and remedial instruction; (5) partnerships with commerce and industry, including community college business centers, customized job training, entrepreneurship instruction and consulting services, industrial retention and attraction activities, contract procurement assistance, technology transfer, labor/management councils, and small business incubators; (6) cooperation with state agencies and statewide initiatives; (7) articulation with secondary schools and industry; and (8) funding and financial aid. The report concludes with a discussion of challenges facing the colleges in the future. (ALB)

ED 305 972 JC 890 195
Data and Characteristics of the Illinois Public Community College System.
Illinois Community Coll. Board, Springfield.
Pub Date—Apr 89
Note—144p.; For earlier survey, see ED 296 764. Tables may reproduce marginally.
Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Administrators, *College Faculty, *College Programs, *Community Colleges, Construction Programs, Educational Facilities, *Educational Finance, *Enrollment, Financial Support, Full Time Equivalency, School Personnel, State Surveys, Student Characteristics, Two Year Colleges, *Two Year College Students
Identifiers—*Illinois
Data on the Illinois public community colleges, covering fiscal year (FY) 1988 and part of FY 1989, are presented in this report on the system's students, faculty and staff, instructional programs, operating finances, and capital construction. After introductory material provides a profile of the colleges, a map of college districts, and a list of institutions, section I presents tables showing student characteristics, including headcount data for fall 1988 by sex and type of attendance, instructional program area, age, ethnic origin, academic classification, type of residency, and enrollment status. In addition, this section offers information on proportions of district populations served, community education enrollments, headcount data for fall 1979 through fall 1988, and a summary of grants to disadvantaged students. Section II contains data on faculty and staff, including information on instructional faculty, administrative staff, non-teaching professional staff, and classified staff for fall 1988. Average base salaries, average class size, and percentage of classes by class size are also detailed. Section III presents program data, including an inventory of curricula offered in the Illinois colleges, degrees and certificates awarded, and occupational programs. Section IV includes financial data on apportionments, grants to colleges, instructional unit costs, tax levies, operating revenues and expenditures, and energy usage and costs. Finally, section V provides data on facilities and college construction. (ALB)

ED 305 973 JC 890 198
Enright, Gwyn
Back to the Future: Thirty Years of Developmental Education.
Pub Date—8 Oct 88
Note—16p.; Keynote address presented at the Kansas/Nebraska Regional Western College Reading and Learning Association Meeting (Grand Island, NE, October 8, 1988).
Pub Type— Speeches/Meeting Papers (150) — Historical Materials (060)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Role, Community Colleges, *Developmental Studies Programs, *Educational Change, Educational Technology, Educational Trends, Interdisciplinary Approach, Remedial Instruction, *Remedial Programs, Two Year Colleges
Drawing from the literature of the 1950s and more recently published articles from the 1980s, this essay attempts to analyze the extent to which the field of developmental education has changed and/or remained the same over the past 30 years. Comparisons are drawn with respect to the following: (1) the cognitive and affective scope of developmental education; (2) interdisciplinary and integrated approaches to basic skills instruction; (3) recognition of individual differences among students; (4) use of educational technologies; (5) appropriate criteria for evaluating the effectiveness of developmental education; (6) the number of developmental programs and services; and (7) changing demands of developmental programs. The paper concludes that several aspects of developmental education have not changed perceptibly in the past 30 years, including the emphasis on the student as a whole, the integration of programs across disciplines, and the individualization of services to specific students. Highlighted changes include advances in educational technology, though the paper notes that the trend toward the use of available technologies was evident in the 1950s; more sophisticated evaluation criteria and methodologies; significant increases in the number of community colleges providing a full range of developmental services; and the modification of the scope of these services in response to fiscal and political conditions. (ALB)

ED 305 974 JC 890 199
Kerschner, Lee R. Lindahl, Charles W.
Transfer: Key to the Master Plan. Information Agenda Item 1.
California State Univ., Sacramento. Board of Trustees.
Pub Date—Jan 89
Note—33p.; Paper prepared as Information Agenda Item Number 1 at a meeting of the Board of Trustees of the California State University (Sacramento, CA, January 10-11, 1989).
Pub Type— Reports - Descriptive (141) — Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Articulation (Education), *College Transfer Students, Community Colleges, General Education, Higher Education, *Intercollegiate Cooperation, State Universities, Statewide Planning, Student Problems, Transfer Programs, Two Year College Students
Identifiers—*California
Focusing on the role of the California State University (CSU) in renewing and strengthening the transfer function, this report includes information on the history and importance of transfer, low transfer rates and other problems, CSU and cooperative efforts to improve transfer, and joint plans of the CSU and the state's community colleges to revitalize transfer programs. Several innovations designed to streamline the transfer process are highlighted, including: (1) community college certification of fulfillment of CSU requirements; (2) students' ability to choose to fulfill the CSU graduation requirements in effect when they began at a community college, when they entered a CSU, or those in effect at graduation; (3) academic performance reports on transfers provided by the CSU to community colleges; (4) CSU fee waivers for Extended Opportunity Programs and Services participants; (5) a booklet and video for prospective community college transfers; (6) discipline-based articulation efforts; (7) the formation of transfer centers on 14 CSU campuses; (8) Project ASSIST, a computerized articulation system; and (9) the California Articulation Number system, providing standardized numbers for courses. A matrix is provided which identifies existing programs and introduces initiatives in four categories: access (i.e., ways to improve outreach activities and the identification of prospective transfers); transition (i.e., initiatives to provide community college students with CSU information, orientation, and assistance to ease transition into the university environment); academic enhancement (i.e., joint efforts by CSU and community college faculty to improve curricular cohesion and support academic articulation between the segments); and general education (i.e., steps necessary to expedite the implementation of the transfer general education curriculum and the certification process). (AYC)

ED 305 975 JC 890 202
Statistical Supplement to the Long-Range Planning for Texas Higher Education Report: Fiscal Year 1988, September 1, 1987-August 31, 1988.
Texas Higher Education Coordinating Board, Austin.
Pub Date—88
Note—277p.
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors—College Faculty, College Programs, *College Students, Community Colleges, Educational Facilities, Educational Finance, *Enrollment, Higher Education, Postsecondary Education, Private Colleges, Public Colleges, Space Utilization, *State Aid, State Surveys, Student Characteristics, Student Financial Aid, Teacher Characteristics, Teacher Salaries, Teacher Student Ratio, Two Year Colleges
Identifiers—*Texas
This databook contains information on student enrollments, faculty, semester credit hours, physical facilities, appropriations, and student loan and grant programs for Texas institutions of higher education, including public and independent two- and four-year colleges. The enrollment section provides five-year (1983-87) summaries of headcount enrollment by type of institution; enrollment data by class standing, sex, and ethnicity; figures for resident and nonresident students; and tables showing county and state of origin of Texas college students. The section containing faculty data provides statistics by rank, ethnicity, sex, and tenure status, as well as information on faculty salaries and student-faculty ratios. The next section breaks down semester credit hours by program for undergraduate, masters, and doctoral levels for public universities; and by curriculum area for community and junior colleges. Tables focusing on physical facilities detail investment in the physical plant and net assignable facilities space by function by type of college. In the next section, legislative appropriations for fiscal years 1988 and 1989 are presented by college and agency, and biennial appropriations per full-time equivalent student are detailed for 1953-55 to 1987-89. Finally, the numbers of financial aid awards, grants, and scholarships are reported by type of institution. (ALB)

ED 305 976 JC 890 204
Clagett, Craig A.
Using Student Outcomes Data To Demonstrate Institutional Accountability: An Application of Institutional Research.
Pub Date—31 Mar 89
Note—11p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (69th, Washington, DC, March 29-April 1, 1989).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Accountability, Community Colleges, *Educational Assessment, Evaluation Cri-

teria, *Institutional Research, Organizational Objectives, *Outcomes of Education, Program Evaluation, *Research Utilization, *Statewide Planning, Two Year Colleges
Identifiers—*Maryland
An overview is provided of the responses made by Maryland's community colleges to growing concerns for accountability and the measurement of educational outcomes. First, the paper reviews the legislative initiatives and agency actions that characterized the state's movement toward a formalized, state-coordinated institutional assessment procedure. The next section describes the ongoing assessment activities that preceded the development of new accountability requirements in 1987-88, including state reporting systems for enrollment, graduation, and discipline cost data; surveys conducted by the Maryland State Board for Community College Education; reports on performance on certification and licensure examinations; transfer performance reports from senior institutions; qualitative program evaluations conducted by colleges; and institutional research studies. Following a discussion of the strengths and weaknesses of these existing systems, the paper explains the process developed to monitor and assess student progress and achievement at Prince George's Community College. This section explains the application of institutional research findings to the development of accountability objectives related to minimal rates of graduate placement in jobs for which students were trained, minimum pass rates on licensure examinations, and standards for transfer student achievement at senior institutions. Finally, the paper identifies several issues that the current emphasis on accountability has raised for institutional researchers. (ALB)

ED 305 977 JC 890 205
Clogett, Craig A.
Course Pass Rates in Fall 1988. Enrollment Analysis EA89-6.
Prince George's Community Coll., Largo, MD. Office of Institutional Research and Analysis.
Pub Date—Apr 89
Note—24p.
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Academic Persistence, Community Colleges, *Courses, Females, *Grades (Scholastic), Males, *Student Characteristics, Student Evaluation, Two Year Colleges, Two Year College Students
In 1989, a study was conducted at Prince George's Community College (PGCC) to determine the percentage of students enrolled in courses in the fall term who received passing grades, and to examine these pass rates for each course, academic discipline, and division. The study also examined student pass rates by gender, age, race, and admission status. Study findings included the following: (1) the collegewide course pass rate in fall 1988 was 73%, matching the record high achieved in 1987; (2) as a group, students did better in occupational courses than in general education or remedial studies; (3) pass rates varied greatly according to discipline, with 17 disciplines registering more than 10% above the college average; (4) the disciplines with the highest pass rates were radiography (100%), education (94%), health (89%), and nursing (89%); (5) the disciplines with the lowest pass rates were mathematics (52%), chemistry (55%), college learning skills (62%), and developmental mathematics (63%); (6) the health technology and nursing divisions had consistently high pass rates from 1984 to 1989; and (7) in general, women had higher pass rates than men, whites had higher pass rates than blacks and other minorities, students over 25 years of age had higher rates than students under 25, and continuing students had higher rates than first-time students. (ALB)

ED 305 978 JC 890 206
Mese, Janice H. Spano, Carleen M.
Retention through Intervention: A Strategic Plan for Retention of High-Risk Students.
Miami-Dade Community Coll., FL. Medical Center Campus.
Pub Date—22 May 89
Note—35p.; Paper presented at the Annual International Conference on Teaching Excellence and Conference of Administrators (11th, Austin, TX, May 21-24, 1989).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Persistence, *Allied Health Occupations Education, Attendance, College Planning, Community Colleges, *Computer Uses in Education, Enrollment Influences, *High Risk Students, *School Holding Power, Social Support Groups, Student College Relationship, Student Needs, Two Year Colleges
Identifiers—*Miami Dade Community College Medical Campus FL
In an effort to increase the retention rates of high-risk students in allied health programs, the Medical Campus of Miami-Dade Community College has developed a strategic plan for retention that employs a systems approach to the integration of academic support services, emotional and social supports, and personalized communication. The assumptions underlying the retention plan involve the need to remove external barriers to attendance, promote regular attendance, reinforce student motivation, provide an appropriate array of learning materials, and establish a nurturing environment. Other assumptions are related to the college's information systems and stress the need for user friendly systems and a database and equipment to track student progress. Two important features of the retention effort will be the counselors/mentors with whom students interact throughout their experience at the campus, and the peer tutoring and support provided by fellow students. The following objectives will be pursued: (1) personalizing communication regarding the students' academic performance and attendance record; (2) customizing types of personal and academic support and resources; (3) enhancing data management; and (4) systematically analyzing course and program effectiveness. Attachments include sample forms, reports, and letters illustrating various aspects of the retention program. (ALB)

ED 305 979 JC 890 207
Colleague 1989. An Annual Collection of Articles on Academic and Administrative Issues Facing Community Colleges of the State University of New York.
State Univ. of New York, Albany.
Pub Date—89
Note—64p.; Previously (1977-1985) published as "Insight."
Pub Type— Opinion Papers (120) — Collected Works - General (020)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*College Instruction, Community Colleges, Computer Assisted Instruction, *Faculty Development, Grading, Interdisciplinary Approach, Peer Teaching, Professional Development, School Holding Power, Speech Therapy, Student Recruitment, *Teaching Methods, Tutoring, Two Year Colleges, *Writing Instruction
Designed as a means of communicating creative ideas in community college education, this second edition of Colleague contains 11 articles on instructional and administrative issues facing the community colleges of the State University of New York. The collection includes: (1) "Professional Growth and Development: An In-House Effort," by Alvin J. Marrow; (2) "Science, Technology, and Humanities: A Convergence," by Anthony W. Walsh; (3) "Making the Most of Peer Tutoring," by Patricia Wolf Wagner; (4) "The Network's Down: Practical Problems and Possible Solutions in Establishing a Word-Processing Program in a Writing Course," by John Desmond; (5) "Toward Global Awareness: A Faculty Development Program," by Wayne O'Sullivan; (6) "Research Report-Effect of Writing Skills Modular Instruction on Success of Developmental Writing Students," by Sally Carr; (7) "The Credit, Credit-Free Nexus," by Jesse Gugino, James Ross, and Renee Caya; (8) "Mitosis-Meiosis Square Dance," by Laura Zambrano; (9) "Recruitment Begins with Retention: Retention Begins with Recruitment," by Alan Seidman; (10) "Making the Grade: Educational Problems within the Grading System," by Saul Podhorzer; and (11) "Speech Intervention in a Community College: A Unique Approach," by Iris Weinhouse. (ALB)

ED 305 980 JC 890 208
Meem, Deborah T.
The Effect of Classroom Computer Use on College Basic Writers: A Controlled Study in Progress.
Pub Date—89
Note—22p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Assisted Instruction, Course Evaluation, English Instruction, *Remedial Instruction, Student Attitudes, Two Year Colleges, *Word Processing, *Writing Improvement, *Writing Instruction, Writing Skills
A study was initiated at University College of the University of Cincinnati to test the effect of composing and revising at a computer on the writing performance of developmental English students. Students enrolled in English for Effective Communication (EEC I) were divided into three groups: a control group that did not use the computer at all; a group who had access to Apple IIe computers equipped with Bank Street Writer II word processing software; and a computer group using Bank Street and Writer's Helper, software which guides the students through the entire writing process. At the end of Winter 1989, after 7 of the 11 quarters of the study had been completed, 698 students had enrolled in EEC I. Study findings, based on students' essays, freshman English entrance examination scores, and course evaluations, included the following: (1) the control and Writer's Helper groups had the highest average scores on the first of the four major papers in EEC I, while the Bank Street Writer group had the highest percentage passing the entrance exam; (2) only 27.4% of the students had no prior computer experience; (3) while students felt that using the computer in composition courses was enjoyable, helpful, and increased their self-confidence, they were significantly less willing to grant that computer use contributed to their skill in writing; (4) the two computer groups rated both their instructors and courses more highly than did the control group; and (5) students were reluctant to use the computer for intellectual experimentation, valuing it more for its convenience. Tentative conclusions suggest that computer use may affect students' attitudes more than their writing performance. (ALB)

ED 305 981 JC 890 210
O'Banion, Terry
Innovation in the Community College.
American Association of Community and Junior Colleges, Washington, D.C.; American Council on Education, Washington, D.C.
Report No.—ISBN-0-02-897291-0
Pub Date—89
Note—294p.
Available from—American Council on Education/-Macmillan Publishing Company, Front and Brown Streets, Riverside, NJ 08075 ($24.95).
Pub Type— Books (010) — Reports - Descriptive (141) — Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors—College Administration, *Community Colleges, Curriculum Development, *Educational Change, Educational Finance, *Educational Innovation, Educational Technology, Governance, *Instructional Innovation, Student Development, Teaching Methods, Two Year Colleges
An analysis is provided of the innovations that have marked the community college movement during the 1980s, including speculations about their effect on postsecondary education in the 1990s. The authors of the 13 chapters of the book were directed to cite examples of innovative practices from a range of community colleges to illustrate their points. Chapters include: (1) "The Renaissance of Innovation," by Terry O'Banion; (2) "Curriculum Change in the Community College: Pendulum Swing or Spiral Soar?" by Ruth G. Shaw; (3) "Innovations in Teaching: The Past as Prologue," by Suanne D. Roueche and John E. Roueche; (4) "The Student Success Systems Model," by John Keyser; (5) "Expanding Horizons for Learning and Technology," by Kamala Anandam; (6) "Innovative Management through the Use of Communications Technology," by Ronald D. Bleed; (7) "Initiatives in International Education," by Edmund J. Gleazer, Jr.; (8) "The College/Private Sector Connection: Boom or Bust?" by James P. Long; (9) "Innovations in Staff Development," by Al Smith; (10) "Entrepreneurial Management: A Fourth Concept of College Management for the Decade Ahead," by William L. Deegan; (11) "Governance in the High-Achieving Community College," by Thomas W. Fryer, Jr.; (12) "The Costs of Innovation," by Peter R. MacDougall and Jack H. Friedlander; and (13) "The Future of the Community College: Premises, Prior Questions, and Implications for Innovation," by Nancy Armes. (ALB)

ED 305 982 JC 890 214

Siebert, Al Gilpin, Bernadine
Time for College: When You Work, Have a Family, and Want More from Life.
Report No.—ISBN-0-944227-01-5
Pub Date—89
Note—165p.; For accompanying instructor's manual, see JC 890 215.
Available from—Practical Psychology Press, P.O. Box 535, Portland, OR 97207 ($12.95 plus $1.00 postage).
Pub Type— Guides - Classroom - Learner (051)
Document Not Available from EDRS.
Descriptors—Academic Achievement, *Adult Learning, Adult Students, Anxiety, College Students, Higher Education, Learning Strategies, *Reentry Students, Stress Management, *Student Adjustment, *Student College Relationship, Student Needs, Study Skills, Teacher Student Relationship, Time Management

Designed for adults entering college after having been out of school for some time, this book provides information about succeeding in school while meeting family and work obligations. Chapter 1 offers words of encouragement; chapter 2 offers advice on confronting and eliminating many fears and concerns reported by older than average students. Chapter 3 provides guidance on the enrollment process, including information on financial aid. Chapter 4 identifies helpful resources that may be available at the college; chapter 5 suggests ways of gaining the cooperation, support, and encouragement of family members; and chapter 6 focuses on the successful combination of work and school. The next chapters present techniques to help students pass their courses with high grades: chapter 7 points out the differences between successful and unsuccessful students; chapter 8 reviews time management strategies; and chapter 9 outlines one widely used and effective study method. How to prepare for tests and minimize anxiety is explained in chapter 10, and chapter 11 gives advice on writing successful papers. The last chapters discuss coping with the challenges of college and life in general: chapters 12 and 13 deal with predictable conflicts that may arise between students and instructors and ways of resolving them; chapter 14 suggests a simple method to minimize stress; while chapter 15 concludes with recommendations for self-managed learning. Information on career development is appended. (AYC)

ED 305 983 JC 890 215
Gilpin, Bernadine
Teaching College Success to Older Students: An Instructor's Manual.
Report No.—ISBN-0-9444227-02-5
Pub Date—89
Note—42p.; Intended for use with "Time for College: When You Work, Have a Family, and Want More from Life," by Al Siebert & Bernadine Gilpin, JC 890 214, not available from ERIC.
Available from—Practical Psychology Press, P.O. Box 535, Portland, OR 97207 ($4.95).
Pub Type— Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, *Adult Learning, Adult Students, Anxiety, College Students, Higher Education, Learning Strategies, *Reentry Students, Stress Management, *Student Adjustment, *Student College Relationship, Student Needs, Study Skills, Teacher Student Relationship, Time Management

Designed to help instructors create a supportive learning environment for older than average students, this guidebook outlines the special needs of adult students and offers advice on instruction and course management. Each chapter of the instructor's manual corresponds to a chapter in "Time for College," a book designed to teach adult students some of the skills needed to successfully balance family, work, and academic responsibilities. Information for instructors is provided and specific classroom techniques, exercises, and supplementary instructional materials are suggested with respect to: (1) the creation of a warm and supportive classroom environment; (2) helping students get to know each other; (3) acquainting students with the campus and its services; (4) combining work and school; (5) study habits and attitudes that promote academic success; (6) time and stress management; (7) extra credit assignments; (8) making use of the library; (9) sharing personal experiences and insights; (10) assessing learning styles; (11) career and academic goal setting; (12) making learning fun; and (13) effective college teaching. Self-assessment instruments, forms, and a list of student projects are attached. (ALB)

ED 305 984 JC 890 216
Lorenzo, Albert L. Blanzy, James J.
Mid-America Group: A Foundation for Renewal.
Macomb County Community Coll., Warren, Mich.
Pub Date—Jan 88
Note—29p.
Pub Type— Information Analyses (070) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—College Administration, *College Planning, Community Colleges, Institutional Environment, *Institutional Mission, Models, *Organizational Development, Organizational Objectives, Organizational Theories, *School Effectiveness, Self Evaluation (Groups), Two Year Colleges

Drawing from a review of the literature and on-site observations, this paper sets forth a comprehensive framework for organizational renewal within the community college. Part 1 focuses on the adaptation of organizational life cycle theory to community colleges. Building upon a broadened definition of human development and the related hierarchy of learning needs, it presents a conceptual framework for renewal that points toward conformed mission; holistic leadership; emphasis on organizational climate; staff development; resource reallocation; curriculum currency; collaboration; enhancing the college's reputation; needs-based marketing; student development; interactive communication; and evaluating value. Seven goals are proposed for an immediate agenda: (1) improving academic quality and overall mission effectiveness; (2) fostering an environment which supports innovation, risk taking, and superior service; (3) developing the institution's resource base; (4) pursuing partnerships which will expand or improve programs and services; (5) enhancing institutional reputation and credibility; (6) monitoring environmental conditions to assess emerging needs; and (7) evaluating current activities for appropriateness and level of performance. Part 2 presents a model for educational excellence. It cites criteria of excellence used in corporations and educational institutions, offering a model that links the two sets of criteria in three conceptual layers: organizational climate, including leadership, communication, motivation, and recognition; organizational performance, involving innovation, superior services, and social responsibility; and organizational purpose. A modification of this model to reflect the student viewpoint is presented next. In this model, campus climate, student performance, and student outcomes are defined as criteria for excellence. (AYC)

ED 305 985 JC 890 217
Macomb 2000: Toward a Brighter Economic Future.
Macomb County Community Coll., Warren, Mich.
Pub Date—88
Note—15p.
Pub Type— Reports - Research (143) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Planning, Community Colleges, *Economic Development, Educational Needs, Futures (of Society), Job Training, Labor Needs, Population Trends, School Business Relationship, School Community Relationship, Two Year Colleges

Based on more than a year of research on factors affecting the economic future of Macomb County in Michigan, this paper examines employment and population trends, looks at the ways in which these trends influence the workplace, and identifies factors in the county's future growth and economic development. The first section considers trends that will affect the county's ability to build a sound economic base, such as the transition from manufacturing toward service industries in a county where more than 40% of the workforce is currently employed in the manufacturing sector. This section also considers the potential use of the county's strong manufacturing infrastructure to create more service sector jobs, such as drafting and design, computer programming, software design, and financial services. The next section focuses on educational considerations, including: (1) the relationship between educational attainment and earning potential; (2) increasing demands for an educated, rather than skilled, workforce; (3) educational levels in Macomb County; (4) the skill levels of new entrants into the manufacturing workforce; and (5) retraining the existing workforce and all displaced workers. Following a section that describes the demographic make-up of the workforce in the year 2000, the paper closes with a discussion of ways of attracting new business to Macomb County. An appendix lists 30 job training and retraining programs in Macomb County. (AYC)

ED 305 986 JC 890 218
Lorenzo, Albert L.
The Macomb Plan: Expanding a Community's Access to Higher Education.
Macomb County Community Coll., Warren, Mich.
Pub Date—89
Note—13p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Access to Education, *Adult Students, Bachelors Degrees, College Transfer Students, Community Colleges, Dual Enrollment, Educational Innovation, Educational Needs, Higher Education, *Intercollegiate Cooperation, *Nontraditional Education, Program Descriptions, *Satellite Facilities, School Support, Two Year Colleges

The Macomb Plan, recently developed by Macomb Community College (MCC), is a delivery system for the final two years of a four-year college degree to be housed in a facility located on a two-year college campus. The plan is designed to meet the unique needs of an adult learner's lifestyle, while approximating most of the elements that make up the college experience. Under the Macomb Plan, the community college acts in partnership with four-year colleges and universities, which are under contract to provide bachelor's degree programming in accordance with community educational needs. A baccalaureate center, operated by the community college but with a distinct appearance and identity, provides many of the academic facilities and offices found at a senior institution (e.g., study areas, counseling offices, computer and science labs, and classrooms). Students can enroll at MCC and later apply for transfer, enter MCC as freshmen with dual admission to the four-year institution, or enroll directly into a senior institution as juniors or seniors if lower division credits have already been earned. Faculty are employees of the college offering the coursework; that is, MCC faculty teach MCC classes, while senior college faculty teach upper-division courses. The Macomb Plan is unique to the state and possibly the nation in that for the first time, the local citizens voted to create a bachelor's degree granting facility within their own community and authorized the funds to build and operate it through their local community college. Information on the growing numbers of adult learners, their educational needs, and the development of the Macomb Plan is provided. (AYC)

PS

ED 305 987 PS 016 951
Kindergarten Skills and Knowledge Research Study Management Summary [and] Getting Ready for School: What Kindergarten Teachers Would Like Your Child To Know.
World Book, Inc., Chicago, IL.
Pub Date—[87]
Note—61p.
Pub Type— Numerical/Quantitative Data (110) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Cognitive Development, Emotional Development, *Kindergarten, Language Acquisition, National Surveys, Physical Development, Preschool Children, Preschool Education, Preschool Teachers, Reading Readiness, *School Readiness, Social Development, Tables (Data), *Teacher Attitudes

A nationwide survey was conducted to determine what skills and knowledge kindergarten teachers consider important for preschoolers to have upon entering kindergarten. A sample of 400 randomly selected school districts were invited to contribute kindergarten readiness guidelines and report cards; 78 schools and school districts from the United States and Canada responded. From these materials, a list of 141 skills and concepts was compiled and organized into five categories: (1) language development; (2) cognitive development; (3) physical development; (4) reading readiness; and (5) social-emotional development. Teachers (N=12,500) were invited to rate each item in the survey on a

five-point scale according to the item's importance for children entering kindergarten. Response data is presented. The first 38 pages of this document consist of the management survey of the study, the survey instrument itself (the World Book School Readiness Skills Study), and a World Book news release. The next 22 pages consist of a separate pamphlet for parents entitled "Getting Ready for School" that reports on these skill areas to the effect that over 3,000 kindergarten teachers identified 105 desirable readiness skills in this survey. The pamphlet offers a variety of information and suggestions about child development, skills, and activities. (PCB)

ED 305 988 PS 017 797
In the Eye of the Storm: Liability Insurance and Child Care. Policy Report No. 2.
National Council of Churches of Christ, New York, N.Y.
Spons Agency—Carnegie Corp. of New York, N.Y.
Pub Date—Sep 88
Note—55p.
Available from—Child Advocacy Office, National Council of Churches of Christ, USA, 475 Riverside Drive, Room 572, New York, NY 10115 ($4.00 to members; $5.00 to non-members).
Pub Type— Reports - Research (143) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Case Studies, Church Programs, *Church Role, *Community Action, Day Care, *Day Care Centers, Definitions, Early Childhood Education, Family Day Care, *Insurance, *Policy Formation, Torts
Identifiers—California, Corporate History, *Policy Issues, *Risk Management, Tort Reform
Addressed to churches and child caregivers, this policy report seeks to describe in layman's language the reasons for the liability insurance crisis confronting child care providers. It defines insurance terms, shows how the industry sets insurance policies and rates, and describes policies currently being written for child care programs by several insurance companies. Further, the report analyzes the instant and effective response among child care organizations and advocates who recognized the urgency of the crisis which was beginning to shut down child care programs across the country. The churches' particular response to the crisis is also described. Included are: (1) results of a study of the denominations and of the National Council of Churches' 1986 survey of liability problems faced by church-housed child care programs; and (2) deliberations of national church representatives who participated in a 1987 Council-hosted consultation on risk management. Legal expert Jim Strickland describes the current movement among non-profit, charitable organizations to reform laws governing insurance, and otherwise to address the crisis. California advocate Sharon Kalemkarian shares the experience of providers faced with cancelled insurance. Finally, to provide additional information, a resource chapter provides references to books, organizations, newsletters, and experts in the churches and in the fields of child care and child advocacy. (RH)

ED 305 989 PS 017 806
Bornholt, Laurel J. And Others
Perceptions of Achievement: The Effects of Gender, School Type, and Grade.
Pub Date—[88]
Note—25p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Age Differences, Coeducation, Elementary Secondary Education, English, Foreign Countries, *High School Students, *Junior High School Students, Mathematics, Performance, *Self Concept, *Sex Differences, Single Sex Schools, *Standardized Tests
Identifiers—Australia (New South Wales), *Estimation
To investigate factors which influence achievement self-concepts, students in grades 7 to 10 at three schools were asked to estimate their performance following standardized tests in mathematics and English. Two of the schools were single-sex and one was co-ed. Analyses dealt primarily with the effects of gender, grade, school type, and school subject on the difference between students' estimates and actual scores. The hypothesis that English would be a possible contrast domain to mathematics was not supported. Males tended to over-estimate their performance more than did females in both domains. Gender differences were constant from grade 7 to grade 10 and were not exaggerated in the co-ed setting. A strong effect of grade was evident. The lowest point for students' estimates at all three schools was in grade 8, with an increase in later grades. The results raise questions about the effects of transition to high school and within high school, the conditions under which school subjects such as mathematics and English are gender marked, and the relationship of specific estimates to general measures of achievement self-concept. (Author)

ED 305 990 PS 017 849
Policy Statement on Child Day Care.
National Council of Churches of Christ, New York, N.Y.
Pub Date—7 Nov 84
Note—12p.
Available from—National Council of Churches, Child Advocacy Office, 475 Riverside Drive, Room 572, New York, NY 10115 ($0.75).
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Advocacy, *Church Programs, *Church Role, *Day Care, Early Childhood Education, *Institutional Mission, Policy, *Religious Organizations
Identifiers—*National Council of Churches
In 1984, the National Council of Churches adopted this policy statement on child day care which provides: (1) a social and theological rationale; (2) a discussion of the church internally as child care advocate; and (3) a view of the church as advocate for child care in society. Section I discusses the cresting tide of need for child day care in the United States, the role of the church in providing child care and as participant in the national dialogue on child care, and the vocation of the church in child care. Section II discusses evangelism, ministry/service, community ministry, and ministry to unserved or underserved populations as aspects of assuming an intentional mission in child care. Section II also discusses two issues for church-operated child care programs: program quality and the role of the church as Christian educator in child care. Conditions favoring the church's role as child care provider are indicated. Section III describes the church's approach to advocacy, and discusses basic advocacy issues, church exemptions as a challenge to the church's commitment, the well-being of providers, and the church's social responsibility as advocate. Basic advocacy issues addressed include parental choice, and, in terms of the importance of licensing and assuring equity in program quality, standards of quality. (RH)

ED 305 991 PS 017 872
Bush, Malcolm And Others
A Children's Agenda: Into the '90s.
Voices for Illinois Children, Chicago.
Spons Agency—Chicago Community Trust, Ill.; Lloyd A. Fry Foundation, Chicago, IL.; Woods Charitable Foundation, Inc., Lincoln, Nebr.
Pub Date—89
Note—47p.
Available from—Voices for Illinois Children, 53 West Jackson, Suite 515, Chicago, IL 60604 ($6.00).
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Change Strategies, *Child Advocacy, *Family Programs, Financial Support, Health Promotion, Infant Mortality, Low Rent Housing, Parent Education, Preschool Education, Public Education, *Public Policy, *State Legislation
Identifiers—Illinois
This report presents proposals for cost effective strategies in the State of Illinois to help more children become healthy, well educated, and responsible citizens. The proposals are discussed in terms of the problem and the recommended actions in the areas of health, early childhood, education, poverty and economic opportunity, family stability, juvenile justice, and housing. They are divided into two sections: (1) a good start for babies and young children; and (2) a fair chance for families. The first section highlights preventive strategies and suggests proposals for medical insurance for uninsured pregnant women to reduce the need for neonatal intensive care, prenatal care to reduce childhood disabilities and infant death, decent preschools to help disadvantaged children reach first grade on a par with their peers, and adequate funding for Illinois schools. The second section includes recommendations for an economic strategy in addition to tax credit and welfare grant proposals. It also proposes a state housing trust fund of leveraged private dollars that would encourage the construction and rehabilitation of affordable housing. (RJC)

ED 305 992 PS 017 894
Huttunen, Eeva Tamminen, Merja
The Finnish Day Care System and the Needs of Families.
Pub Date—[Apr 89]
Note—34p.; Paper presented at the Association for Childhood Education International Study Conference (Indianapolis, IN, April 6-9, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Childhood Attitudes, *Day Care, Early Childhood Education, *Ecological Factors, Educational Objectives, *Educational Theories, *Family Characteristics, Family Day Care, Foreign Countries, Parent Attitudes, *Participant Satisfaction, Preschool Education, Public Policy, Teacher Attitudes
Identifiers—*Finland, Program Characteristics
The Finnish family and day care, the child behavior and growth environment, and the development of day care are discussed in this paper. The Finnish family and day care is discussed in relation to policies regarding the Finnish family, the Finnish day care system, the basis of Finnish day care education, and ecological views in day care education. The child behavior and growth environment is discussed in terms of findings of a study assessing day care in Finland with a view toward improving service quality. Data concern parents' and children's views of day care, and whether day care meets the needs of children and families. The realities of day care from the day care staff's perspective are also considered. Strengths of day care are pointed out. Concluding remarks focus on cooperation between day care and the home, and the need to develop a new social and pedagogical tradition based on the realities of life, the needs of children and families, and the present and future tasks of day care. Included is a figure summarizing the findings of recent evaluative research on the various views of parents and day care personnel about children, education, and educational practices. (RH)

ED 305 993 PS 017 896
Lightfoot, Cynthia
Taking Risks and Making Friends: A Narrative Perspective on Adolescents' Adventures.
Pub Date—Apr 89
Note—10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescent Development, *Adolescents, *Group Behavior, Group Dynamics, Group Experience, *Identification (Psychology), *Peer Influence, Peer Relationship, Secondary Education
Identifiers—Boundaries, *Risk Taking
This study examines the normalcy of adolescent risk-taking and proposes that the social adventures of adolescents have significance for the development and maintenance of interpersonal relationships and self-identity. To evaluate the narrative role of shared risks in transforming different types of relationships, an interview procedure was developed in which 30 adolescents between the ages of 16 and 18 years were presented with hypothetical adventures. The subjects were asked to speculate about the interpersonal consequences of adventures shared with close friends versus acquaintances, and about the consequences of experiences that varied in terms of relative risks. A major theme to emerge in the course of this study concerns the importance that adolescents attach to secrecy and privacy. Th data indicate that adolescents perceive risk-taking as a mechanism for creating private experiences, or shared knowledge significant for group relations. Thus risk-taking functions to maintain and facilitate ingroup-outgroup boundaries. In addition, adolescents' tolerance for non-conforming expressions of selfhood may be limited to stable, close-friend relationships. Finally, conformity to group pressure may be a transient phenomenon, mediated by the developmental status of the group. (RJC)

ED 305 994 PS 017 897
Kopera, Karen F. And Others

The Influence of Perceived Social Support, Maternal Affect, and the Home on Attachment.
Pub Date—Apr 89
Note—19p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Affective Behavior, *Attachment Behavior, Economically Disadvantaged, *Family Environment, Infants, Intelligence, Mothers, *Parent Influence, *Personality, Research Methodology, *Social Support Groups, Stress Variables, *Test Validity
Identifiers—*Cognitive Stimulation
The paper examined the impact of maternal personality and maternal social support variables on the security of mother-infant attachment. The influence of maternal intelligence, affect balance, and life stress were also examined. Measures used included Loevinger's Ego Development Scale, Crnic's Satisfaction with Social Support, the Peabody Picture Vocabulary Test-Revised (PPVT-R), the Home Observation for Measurement of the Environment (HOME), Waters and Deane's (1985) Security of Attachment Q-set Procedure. Participants were 50 socially disadvantaged women and their infants. Findings provided evidence for the validity of the Q-set method for assessing security of attachment. They were consistent with Crockenberg's (1981) data indicating the critical role of maternal social support on attachment. It is of particular interest that the HOME, which was devised primarily to assess quality of stimulation provided by the parent, was the strongest predictor of secure attachment. Suprisingly, this relationship was due primarily to the contribution of a cognitive rather than an affective component of the HOME. Cognitively stimulating mothers may be more sensitive and responsive to their infants' needs. Alternatively, cognitive stimulation may itself promote secure attachment in the infant. (RH)

ED 305 995 PS 017 898
Sabatier, Colette And Others
The Cultural Context of Development in 9-Month-Old Babies: A Comparison of Haitians, Quebeckers and Vietnamese.
Pub Date—Apr 89
Note—13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Beliefs, Comparative Analysis, Cross Cultural Studies, *Cultural Differences, Cultural Influences, *Economic Factors, *Ethnic Groups, Family Environment, Foreign Countries, Haitians, *Immigrants, *Individual Development, *Infants, Parent Attitudes, Personality, Vietnamese People
Identifiers—French Canadians, *Quebec
In a multicultural study involving three ethnic groups, an attempt was made to evaluate features of an infant's developmental niche in the context of immigration. Four dimensions are reported: (1) parental beliefs about child development; (2) aspects of the baby's physical and social environment, including number of caretakers, crowding of the dwelling, sleeping arrangement, visits outside the home, available toys, etc.; (3) maternal perception of the infant temperament; and (4) assessment of the infant's development. A total of 22 Haitian, 21 Quebeckers, and 20 Vietnamese 9-month-old first-born babies and their mothers participated in the study and were visited twice at their homes by a research assistant belonging to their cultural group. Results indicated several significant differences between groups in parental beliefs, in the way the mothers structure the environment and in their perception of infant temperament. Several similarities were found between the Vietnamese and the Haitians, suggesting that at least during the infancy period child care practices and parental beliefs are related more to the economic level of society than the cultural level. Consonance among the different components of the developmental context and their respective relation to some ecological aspects of the immigrant group are discussed. (Author/RH)

ED 305 996 PS 017 909
Galbo, Joseph J.
Nonparental Significant Adults in Adolescents' Lives: Literature Overview, Theory, and Issues.
Pub Date—Apr 89
Note—20p.; Paper presented at the National Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
Pub Type— Information Analyses (070) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adolescents, *Adults, *Cognitive Development, Conflict, *Interpersonal Relationship, Literature Reviews, Peer Relationship, Research Needs, Role Models, *Significant Others, *Social Influences
Identifiers—*Social Constructivism
This paper focuses on the ways in which nonparental significant adults affect adolescents' lives. Section 1 provides an overview of the literature regarding nonparental adults and their impact on adolescents. The concentration is on role models and significant adults. Section 2 explores the shift in developmental theory to an interactionist perspective. This paradigmatic shift is viewed as having important implications for understanding the contribution of the relationships between adolescents and nonparental adults to cognitive development. Topics addressed include social relationships and cognitive development; the evolution of a social interpretation of cognitive development; theories of Piaget and Bandura; Vygotsky and the social construction of knowledge; socio-cognitive conflict in cognitive development; and the influence of peers versus adults. Section 3 addresses such critical issues as expansion of the research agenda; the adolescent as researcher; formal and informal learning; and significant adults who influence adolescents negatively. Over 50 references are cited. (RH)

ED 305 997 PS 017 910
Parker, Walter C. And Others
Teaching and Prompting Critical Thinking on Public Controversies.
Pub Date—Mar 89
Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Cognitive Ability, Controversial Issues (Course Content), *Critical Thinking, *Curriculum Evaluation, Curriculum Research, *Elementary School Students, Grade 6, Intermediate Grades, Learning Strategies, *Prompting
Identifiers—*Dialectical Reasoning, *Scaffolding
A study was conducted: (1) to determine the proportion of average 6th-grade students who, when given prompts, could produce an incipient form of dialectical reasoning; and (2) to test a unit of instruction developed to teach dialectical reasoning as an appropriate learning strategy for exploring public controversies. It was hypothesized that if dialectical reasoning were taught directly as a goal-specific strategy, the quality of instructed students' essays would exceed the quality of essays by non-instructed control students assisted by prompts. Participants were 45 middle-school students. The experimental curriculum contained six lessons distributed during social studies classes. Control subjects read and wrote mystery stories. Subjects were told to compose paragraphs stating their position, giving reasons for the position, giving reasons supporting the opposite position, and coming to a conclusion. Content analysis techniques were used to score the essays. Findings indicated that with minimal scaffolding on the assessment, most 6th-grade students could produce dialectical reasoning on a novel controversy about which they had some general knowledge. Minimal scaffolding at time of assessment had as much impact on production of dialectical reasoning as did explicit instruction designed according to principles generated by recent strategy instruction research. (RH)

ED 305 998 PS 017 911
Ellenzweig, Judith
Project Solid Start.
Pub Date—Mar 89
Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Elementary School Students, Grade 1, High Risk Students, Primary Education, *Reading Programs, Reading Readiness, *Reading Strategies, *Writing Instruction, Writing Readiness
Identifiers—*Early Intervention, Scott Foresman Basal Series
Project Solid Start was designed to test the hypothesis that a carefully structured, integrated, and intensive program reinforcing the regular first grade curriculum in all aspects of the language arts would significantly reduce the numbers of children experiencing delay, difficulty, and failure in the acquisition of reading and writing skills. The program is a multidisciplinary team effort of two regular classroom teachers, a reading teacher, and a moderate special needs teacher, as well as a group of parent volunteers. Solid Start addresses two current concerns: reading and writing acquisition and the interface of regular and special education. In the program described, 16 children received 1-1.5 hours daily of small group teaching in reading and writing with the heaviest emphasis on reading. Most of the instructional materials were teacher-made. In the pilot year, all of the children passed the end-of-book test for the primer and met the mastery criteria on program-constructed instruments for evaluating oral reading. In addition, all the children were able to produce, without a model, both upper and lower case manuscript letters, correctly sized, spaced, and formed. When asked to cite the greatest benefit of the program, classroom teachers cited "attitude" even before skill growth. They felt that not having to talk with parents about possible learning disability and bypassing testing reduced family anxiety and contributed to the ease, confidence, and learning enthusiasm of the children. (RJC)

ED 305 999 PS 017 914
Klein, Jeanne Fitch, Marguerite
Children's Comprehension of Live Theatre.
Pub Date—27 Apr 89
Note—13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Auditory Stimuli, *Comprehension, Elementary Education, *Elementary School Students, Grade 3, Grade 5, *Inferences, *Theater Arts, *Visual Stimuli
Two studies investigate the way in which children make sense of a play and the visual, aural, and psychological components of theatre which contribute to this comprehension. In the first study, 32 fifth graders saw "Don Quixote of La Mancha." In the second study, 45 third graders saw "Monkey, Monkey" (about the Chinese Monkey King). The day after play attendance 15-minute interviews were conducted with the children. The children: (1) rated the difficulty in understanding the plays; (2) told what they remembered best and what they learned; (3) sequenced central actions of plots; (4) inferred the plays' main ideas and the protagonists' intentions and emotions; (5) recalled specific dialogue; and (6) reported their preference between theatre and television. The findings indicated that visual cues, primarily dramatic actions, are most easily recalled and assist children in making inferences about main ideas and protagonists' intentions. Moreover, children's attention to dialogue and aural cues further enhances comprehension and ease of understanding plays. In other words, children do listen to plays, as long as the dialogue informs and reinforces visualized dramatic actions throughout the performance. In addition, the findings indicate that the given stimulus determines the nature of how it is processed. (RJC)

ED 306 000 PS 017 915
Pye, Clifton
Distinguishing Active and Antipassive Verbs in Quiche Mayan.
Pub Date—Apr 89
Note—9p.; Paper presented at the National Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Difficulty Level, Foreign Countries, *Language Acquisition, Language Research, *Verbs, *Young Children
Identifiers—Guatemala, *Mayan (Quiche), *Voice (Verbs)
The absolutive voice is a fact of life for Guatema-

lan children who speak the Mayan language K'iche' and one that enters their verbal lexicon fairly early. Data suggest that by the time the children are 3-year-olds they have encountered several instances of verbs that alternate between active and absolutive forms, which may supply the evidence needed to formulate a general rule. Lack of errors in children's language production indicates that the children were extremely sensitive to the formal properties of the absolutive antipassive. They do not simply assume that every verb they meet in a transitive context is transitive. Yet, to acquire the absolutive antipassive, K'iche' children face three major hurdles. The first is learning that root transitive verbs can have intransitive forms, i.e., the absolutive alternation. The second is learning which verbs do not undergo the absolutive alternation. And the third is learning which intransitive verbs are root or derived. The last two problems cannot be solved from positive evidence alone. Nor are conservative acquisition procedures likely to be the explanation, given the propensity of children learning English to generalize beyond verb forms they have already heard. While this report does not explain how K'iche' children formulate a properly restricted rule for the absolutive antipassive, it does show that the absolutive raises learnability problems of the same level as the English dative or causative. (RH)

ED 306 001 PS 017 916
Salzinger, Suzanne And Others
Social Relationships of Physically Abused Preadolescent Urban School Children.
Pub Date—Apr 89
Note—22p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Aggression, Behavior Problems, *Child Abuse, Comparative Analysis, *Elementary School Students, Etiology, *Interpersonal Relationship, *Models, Parent Influence, Peer Relationship, *Preadolescents, Student Characteristics, *Urban Youth
A model of the effects of physical abuse on child peer social status was tested in an ongoing empirical study of 8- to 12-year-old physically abused urban school children and matched control children selected from among their classmates. The model posited that family patterns of violent behavior predict general behavioral disturbance in the children and provide behavioral models for children's adoption of aggressive behavior. The model further suggests that the aggressive behavior that the children exhibit to peers largely accounts for the abused children's lowered social status among peers. And finally it suggests that the generally high level of behavioral disturbance found in abused children has far-reaching and pervasive effects on the children's functioning in areas over and above those having to do with their social status. Results from the study in progress, based on 78 pairs of children, were consistent with the proposed model. (Author/RH)

ED 306 002 PS 017 917
Pupini, Dennis R. And Others
Perceptions of Intrapsychic and Extrapsychic Functioning as Bases of Adolescent Ego Identity Statuses.
Spons Agency—Arkansas Univ., Fayetteville, Cooperative Extension Service.
Pub Date—89
Note—39p.; A previous version of this paper was presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adolescents, College Students, Communication Skills, Coping, *Family Characteristics, Family Relationship, Higher Education, High School Students, *Individual Characteristics, Parent Child Relationship, Secondary Education, *Student Attitudes
Identifiers—Extrapsychic Functioning, *Identity Status, Individuation, Intrapsychic Functioning, Self Conscious Reasoning
Ranging between 15 to 20 years of age, 178 subjects participated in a study designed to assess whether adolescents' perceptions of intrapsychic and extrapsychic functioning could be used to discriminate between pure identity statuses. Intrapsychic functioning was conceptualized to include degree of self-conscious reasoning and quality of the separation-individuation process of adolescence. Extrapsychic functioning was conceptualized in terms of family coping, family cohesion, and openness of parent-adolescent communication patterns. Participants were asked to complete a battery of questionnaires, including the Adolescent Social Behavior Scale, the Separation-Individuation Test of Adolescence, the Family Adaptability and Cohesion Scale, the Family Coping Scale, and the Parent-Adolescent Communication Scale. In general, findings of a stepwise discriminant analysis revealed that interactions between intrapsychic and extrapsychic functioning were associated with different identity statuses. While it was not possible to accurately classify adolescents from all identity statuses, identity-achieved adolescents and diffused adolescents were most accurately identified. Discussion addresses the relevance of these findings to the model of adolescent psychosocial development advanced by Grotevant and Cooper. Forty-eight references are cited. (RH)

ED 306 003 PS 017 918
Lyman, Lawrence Foyle, Harvey C.
Cooperative Learning Strategies and Children.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-83-88-5
Pub Date—88
Contract—OERI-88-062012
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cooperative Learning, *Early Childhood Education, Educational Practices, *Outcomes of Education, *Teaching Methods
Identifiers—ERIC Digests
This ERIC Digest discusses reasons for using cooperative learning approaches in preschool centers and primary school classrooms, ways to implement the strategy, and the long-term benefits for children's education. It is pointed out that early childhood educators can use many of the strategies currently used to encourage cooperation and interaction in older children. Ten basic steps for the successful implementation of cooperative learning activities are listed. (RH)

ED 306 004 PS 017 919
Gariepy, Jean-Louis Kindermann, Thomas
Quantitative Techniques for the Identification of Social Sub-Groups in Natural Settings.
Pub Date—Apr 89
Note—21p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Education, Factor Analysis, Grade 7, *Identification, Junior High School Students, *Network Analysis, *Research Methodology, Research Problems, *Social Networks, *Sociometric Techniques, *Statistical Analysis
Addressing a common problem in the analysis of social networks, this study describes quantitative techniques for identifying social subgroups using individual perceptions of social affinities within natural groups. Compared are four analytic methods for abstracting composite representations of sub-structures. These methods, formally evaluated using Confirmatory Factor Analysis (LISREL IX), are illustrated with a class of 20 seventh-graders enrolled in a regular junior high school. The convergence of the different quantitative techniques towards the same structural representation points to the robustness of the social cognition method for the description of social networks. More than robust, the social cognitive procedure is simple and readily applicable in a wide variety of settings. The approach has several additional positive features. It permits analysis to systematically address the questions of cluster sizes and composition, cluster coherence, and dual memberships. Such comparative analyses are especially useful for tracing developmental changes in the nature of prosocial ties within stable peer groups. (RH)

ED 306 005 PS 017 920
Kaplan, Martin F.
A Proposal for Studying the Values/Reasoning Distinction in Moral Development and Training.
Pub Date—Apr 89
Note—23p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Developmental Stages, Individual Development, Intervention, Models, *Moral Development, Research Design, *Research Methodology, *Research Problems, Social Cognition, *Values
Identifiers—Conceptual Analysis, *Conceptual Frameworks, *Rationality
Application of a common framework in studies of the development of social cognition can reduce conceptual and methodological ambiguities and enable clearer study of core issues. This paper describes the core issues and their attendant problems, outlines a model of information integration that addresses the issues, and describes some illustrative experiments. Three core issues are: (1) Do progressions lie chiefly in values or in discrete stages? (2) Does progression proceed from greater use of preconventional, to conventional, to postconventional rationales, and is progression continuous or discrete? and (3) Does reasoning progress from simple to more complex forms of rationale use? Since any judgment requires integration of information about the target issue or person, and since each item of information can be assigned a scale value for morality, an integration rule can be used to combine information item values, with each element having some weight in the overall judgment. This model of judgment has implications for the core issues, and three studies show how this methodological and conceptual approach may unambiguously treat those issues. Findings have implications for designing and evaluating programs aimed at modifying reasoning, and for studying core issues related to moral stages. (RH)

ED 306 006 PS 017 921
Zahn-Waxler, Carolyn
Patterns of Guilt in Children of Well and Depressed Mothers.
Pub Date—Apr 89
Note—11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Child Caregivers, Comparative Analysis, *Depression (Psychology), Early Childhood Education, *Early Experience, Elementary School Students, Emotional Development, *Emotional Experience, Individual Development, *Mothers, *Parent Influence, Preschool Children, *Toddlers
Identifiers—Developmental Patterns, *Guilt, Psychological Influences
Discussion explores the role of guilt in depression, arguing that "how children come to view themselves as pervasively responsible for bad things that happen" is a key element in the social transmission of affect that involves guilt. "Guilt" basically is an adaptive emotion that involves thoughts of remorse or responsibility for wrongdoing. While adaptive, it is susceptible to dysregulation. In fact, research indicates that some forms of depression may be transmitted socially from parent to child. One mechanism mediating the transmission plausibly might be the early learning of excessive guilt. Until recently, this was not a tenable surmise, because very young children were not believed to have well-internalized feelings of responsibility. Recent research, however, indicates that guilt develops in the second year of life, a time when children increase in their capacity to share with, sympathize with, help, and comfort victims in distress. Since young children exhibit difficulty in distinguishing between problems they cause and those they observe, it is possible that early forms of empathy and guilt may easily become confused. Such young children may be particularly vulnerable to feelings of responsibility for problems not of their own making, and to developing unrealistic guilt, especially if their causal role in distress events is over-emphasized by caregivers. Additional findings are discussed. (RH)

ED 306 007 PS 017 922
Pegg, Judith E. And Others
Infants Discriminate between Adult Directed and Infant Directed Talk in Both Males and Females.
Pub Date—Apr 89

Note—23p.; Paper presented at the National Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Auditory Stimuli, Communication Research, Females, Habituation, *Infants, Males, *Paralinguistics, *Perception, Visual Stimuli
Identifiers—*Baby Talk, *Preference Patterns, Vocal Qualities
A total of 60 infants of 7 weeks of age were tested in a habituation-dishabituation looking procedure to determine if they could discriminate between infant-directed talk (IDT) and adult-directed talk (ADT) uttered by the same speaker. One group of 12 infants was habituated to a female speaker's ADT and dishabituated to the same speaker's IDT, while another group was treated in the reverse order. Two other groups were presented with auditory stimuli, but with a male speaker's voice. One control group was tested with the female IDT in habituation and dishabituation phases. Observers measured the amount of time infants looked at a visual stimulus, a black and white checkerboard pattern, which was presented simultaneously with the auditory stimuli. Results showed that babies of 7 weeks were able to discriminate between speech directed towards adults and that directed towards infants, whether it was delivered by a male or a female. Findings also indicated that 7-week-old infants preferred IDT over ADT, regardless of speaker's sex. Preferences, however, were not as robust as those found among 4-month-old infants. It is concluded that research can now move toward investigation of the effect of differential experiences with IDT on infant preference. Implications are discussed. (RH)

ED 306 008 PS 017 923
Moran, James D., III
Creativity in Young Children.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-15-88-6
Pub Date—88
Contract—OERI-88-062012
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Creativity, Definitions, *Parent Role, *Teacher Role, *Teaching Methods, *Young Children
Identifiers—ERIC Digests
This ERIC Digest explores factors that affect creativity in children and techniques for fostering this quality. The need to study creativity and the definition of creativity within a developmental framework are also discussed. Six ways adults can encourage children's creativity are listed. It is pointed out that adults can encourage creativity by emphasizing the generation and expression of ideas in a non-evaluative framework, and by concentrating on both divergent and convergent thinking. Adults can also try to ensure that children have the opportunity and confidence to take risks, challenge assumptions, and see things in a new way. (RH)

ED 306 009 PS 017 924
Rosnes, Cheryl L.
How Communication Processes Shape Subject Matter Learning: An Analysis of Commonly Used and Distinctive Curriculum Materials.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 89
Note—56p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-April 1, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Cognitive Processes, Comparative Analysis, Content Analysis, Course Content, Curriculum Research, Elementary Education, *Elementary School Science, Learning Processes, *Problem Solving, *Science Curriculum, *Writing Exercises
Identifiers—*Functional Analysis of Classroom Tasks, *Higher Order Skills
Research findings are reported concerning the extent to which writing assignments in contrasting examples of upper elementary science curriculum materials are likely to engage students in higher order thinking and problem solving, and to facilitate meaningful learning of scientific concepts. Organized around a common set of elaborate framing questions which are appended, critiques focused on three types of curriculum materials: a commonly used curriculum series in the elementary grades; another widely used series that contrasts with the first in organization and sequencing of content and/or methodology for teaching content; and two or more distinctive curricula selected for emphasis on higher level thinking or problem solving in the content area. Discussion focuses on the following topics: (1) a rationale for the curriculum materials study; (2) study methodology and the analysis of writing assignments in science materials; (3) contrasts in goals and subject matter content; (4) the form and function of writing assignments; (5) the function of the written assignments in the learning process; (6) how writing assignments provide different learning opportunities; and (7) using text materials to bring about meaningful learning. (RH)

ED 306 010 PS 017 925
Spencer, Paula K.
Parent, Child, and School: Working Together as a Team.
Pub Date—[88]
Note—160p.; Master's Thesis, Oakland University.
Pub Type— Dissertations/Theses - Masters Theses (042) — Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Parent Participation, *Parents, *Parent School Relationship, *Preschool Education, Program Design, Questionnaires, Sociocultural Patterns, *Surveys
This report examines a study of parent involvement in children's preschool education. The first of five chapters discusses the demographic and social changes that have escalated the home-school relationship, and made parent involvement an essential element of a successful preschool experience. The second chapter reviews the literature and includes guidelines and suggestions for planning and implementing parent involvement. The third chapter describes the study subjects, apparatus, and procedures which were used in a survey of parent involvement. The survey was conducted through a questionnaire completed by 74 parents of a private nursery school in Lake Orion, Michigan and 21 early childhood graduate students. The questionnaire asked for data on demographics, the importance of certain forms of parent involvement, and the home-school relationship. The fourth chapter reports the results and analyzes the survey, and the fifth chapter presents suggestions for further research. Included in the appendix (the bulk of the document) are copies of a letter sent to parents about the survey, a copy of the questionnaire, a list of items needed for recycling, a list of 32 references, and completed questionnaires. (RJC)

ED 306 011 PS 017 927
Schiamberg, Lawrence B. Lee, Mee-Sok
Family Influence on Occupational and Educational Attainment of Rural/Urban, Low-Income Adolescents: Some Racial Comparisons.
Spons Agency—Michigan State Univ., East Lansing. Agricultural Experiment Station.
Pub Date—Apr 89
Note—27p.; Paper presented at the National Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adolescents, Black Family, Blacks, Comparative Analysis, *Educational Attainment, *Employment Level, Ethnic Stereotypes, *Family Influence, Females, Longitudinal Studies, Low Income Groups, Males, *Racial Differences, *Rural Urban Differences, Whites
Summarized are findings of a 14-year longitudinal study of the educational and occupational outcomes of 524 adolescents in rural or urban low-income areas in six southern states. The sample included 343 white and 181 black youth. Focusing on the comparative contribution of the family as a context for adolescent educational and occupational attainment, results of path analysis for occupational attainment revealed a differential pattern of direct effects for black and white adolescents. For black adolescents, the contribution of the family exerted a more substantial direct effect on occupational attainment than for white adolescents. Comparison of the total effects on occupational attainment also confirmed the stronger influence of the family for black adolescents. The influence of the family on educational attainment was also found to be substantial for black youth. Comparison of total effects on educational attainment indicated a strong family influence for white adolescents and an even stronger influence for black adolescents. It is concluded that there is no evidence to support the stereotypical view of the black family as inadequate or dysfunctional. On the contrary, the evidence suggests that a dynamic and vital black family unit exists which exerts a substantial influence on the occupational and educational attainment of black children/adolescents. (RH)

ED 306 012 PS 017 928
Kuczynski, Leon And Others
Development of Children's Noncompliance Strategies from Toddlerhood to Age 5.
Pub Date—Apr 89
Note—14p.; Paper presented at the National Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Age Differences, Behavior Change, *Compliance (Psychology), Depression (Psychology), Foreign Countries, *Individual Development, *Infants, *Interpersonal Competence, Longitudinal Studies, Mental Health, Mothers, Parent Attitudes, Parent Influence, *Personal Autonomy, *Preschool Children, Sex Differences, Social Behavior
Identifiers—Developmental Patterns, *Ontario
Examined were the development and correlates of children's strategies for resisting maternal control. Subjects were 51 dyads consisting of depressed or nondepressed mothers and their young. Children were 1.5 to 3.5 years of age at first observation and 5 years old during the second. Data on parent and child behaviors were coded from 9 hours of videotapes of spontaneous interactions. Active and passive forms of noncompliance were distinguished; active noncompliance behaviors were also coded in terms of their quality as interpersonal influence strategies. Findings indicated that developmental changes in children's responses to control were consistent with a perspective on noncompliance that emphasizes children's growth as autonomous agents and developing social skills. Aversive strategies such as passive noncompliance and direct defiance decreased with age while relatively more sophisticated forms of resistance, simple refusal and negotiation, increased with age. Both compliance and quality of noncompliance were predictable over time. Children 5 years of age who used skillful forms of noncompliance tended to use skillful strategies when making requests. At both ages only unskillful forms of noncompliance were related to maternal perceptions of children's maladjustment. During toddlerhood only unskillful forms of noncompliance were associated with observed negative affect in the mother. Overall, boys used more defiance and refusals than girls. Girls were more compliant than boys in families with well mothers. (Author/RH)

ED 306 013 PS 017 929
Johnson, Carla J. Clark, James M.
Toward a Developmental Model for Instance and Category Naming of Pictures.
Pub Date—Apr 89
Note—14p.; Paper presented at the National Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Age Differences, *Classification, Cognitive Ability, *Cognitive Development, *Comprehension, Difficulty Level, *Elementary School Students, Foreign Countries, Grade 1, *Kindergarten Children, Primary Education
Identifiers—Developmental Patterns, *Naming Response, *Ontario
This study tested the hypothesis that category naming is more difficult than instance naming because it requires suppression of readily available instance names. In experiment 1, junior kindergarten and grade one children named pictures of single

objects under two conditions: "own" name (i.e., instance or basic level) or "group" name (i.e., category or superordinate level). Names and reaction times were recorded. In experiment 2, comprehension of instance and category names was measured. First graders produced correct names more often than did kindergarten children, and instance naming was easier than category naming. A grade by task interaction indicated that kindergarten children found category naming particularly difficult. The junior kindergarteners also produced more instance intrusions in the category task than did older children, and their comprehension of category names was not as poor as their production. It is concluded that these and other effects were consistent with the suppression hypothesis and with several possible underlying mechanisms. (Author/RH)

ED 306 014 PS 017 931
Sale, June Solnit
The Impact on Child Care Providers of the Report of the Committee on Child Development Research and Public Policy, Panel on Child Care Policy of the National Academy of Sciences, National Research Council.
Pub Date—Apr 89
Note—7p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Child Advocacy, *Child Caregivers, *Cooperation, Day Care, Early Childhood Education, *Financial Support, *Planning, *Public Policy, *Standards
Identifiers—*State Regulation
Briefly discussed are the possible effects on child caregivers of the report of the Committee on Child Development Research and Public Policy, Panel on Child Care Policy of the National Academy of Sciences, National Research Coch Council. Specific attention is given to: (1) national standards and state regulation; (2) funding sources; and (3) planning and coordination. Consequences of establishing national standards and making state regulations uniform are probed. Complex issues of funding, such as direct and indirect subsidies, are briefly addressed. The need for local, state, and federal planning and coordination in this rapidly growing field is pointed out. Concluding remarks suggest that, with the help of children's advocates using the report, the lives of all those involved in child care can be improved. (RH)

ED 306 015 PS 017 934
Howze, Kate Howze, Wendell M.
A Unique Program for Preschool Children of Substance Abusers.
Pub Date—Apr 89
Note—13p.; Paper presented at the Annual Meeting of the Southern Association on Children Under Six (Richmond, VA, April 13-16, 1989).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Child Development, *Curriculum Design, *Models, Parent Child Relationship, Parent Participation, Prenatal Influences, *Preschool Children, Preschool Education, Prevention, *Substance Abuse
A pilot program was designed to address the special problems of children of substance abusers. The program was established at the Child Development and Family Guidance Center by Operation PAR, a nationally recognized substance abuse treatment and prevention program. The staff are well-trained preschool professionals who have received special training in substance abuse prevention by Operation PAR. Children, primarily preschoolers, are enrolled in the center after case managers have admitted the abusing parent to case management services. Screening with the Hawaii Early Learning Profile (HELP) has shown that the center children tend to exhibit delays in fine motor development, language development, and social skills. They also have emotional and physical care needs. A typical preschool program was modified to allow for the children's developmental stages. In view of the children's lack of a stable adult relationship, center staff decided that their initial goals when dealing with the children would be to provide patience, love, and acceptance. Typical characteristics of the children include withdrawn and fearful behaviors; temper tantrums; frequent colds, coughs, and fevers; and scabies, head lice, impetigo, and ring worms. It is difficult to involve parents in their child's preschool experience and to encourage them to get the immunizations needed for their children. (RJC)

ED 306 016 PS 017 935
Interim Report of the Department for Children on the Rural Child-Care Project to the Governor and the General Assembly of Virginia. Senate Document No. 15.
Virginia State Dept. for Children, Richmond.
Pub Date—89
Note—21p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Involvement, Cooperation, *Day Care, Early Childhood Education, Program Implementation, *Rural Areas, State Legislation, *State Programs, *Technical Assistance
Identifiers—Mandatory Programs, Program Characteristics, *Rural Child Care Project VA, *Virginia
Virginia's 1988 General Assembly mandated special technical assistance to develop pilot rural child care programs through the collaborative efforts of the Department for Children, the Department of Social Services, and the Virginia Cooperative Extension Service. This interim report provides an update of program activities and describes processes utilized to effect solutions to rural child care problems. Tentative conclusions of the project follow. First, a grassroots, community-generated and supported effort is the key to the success of meeting rural child care needs. Collaboration and cooperation among agencies, public and private groups, jurisdictions, and citizen groups are of paramount importance in effecting solutions to child care problems in rural areas. Public education efforts are needed to inform communities concerning local child care service gaps, service requirements, and child care professionalism. Finally, training, technical assistance, and support services are essential to maintaining a coordinated, child care system in a rural community. Included in the report are a step-by-step blueprint for state-level technical assistance, a list of project phases, a list of strengths and barriers related to meeting project goals, and descriptions of short-term and long-term strategies and their implementation. (RH)

ED 306 017 PS 017 942
Liu, Karen Chia-Yu
Child Care Training in Community and Junior Colleges.
Pub Date—[85]
Note—8p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Choice, *Child Caregivers, *Day Care, Early Childhood Education, Employed Parents, *Employment Opportunities, *Teacher Education, Teacher Qualifications, *Two Year Colleges
This report discusses the pressing need for child care centers as a growing number of young married mothers who have preschool age children have begun to enter the workforce. The report recommends child care education at the community or junior college level as a possible career path. Topics covered include: (1) the range of child care programs; (2) trends of teacher training at the junior college level; (3) principles involved and techniques used in working with young children; (4) career options available for junior college graduates; (5) job satisfaction of junior college graduates; and (6) the advantages of choosing a career in child care. (RJC)

ED 306 018 PS 017 945
Noll, Robert B. And Others
Young Male Offspring of Alcoholic Fathers: Early Developmental and Cognitive Findings.
Spons Agency—Michigan State Dept. of Mental Health, Lansing.; National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.
Pub Date—Apr 89
Grant—AA-07065
Note—24p.; Paper presented at the Biennial Meeting of the Society for Research on Child Development (Kansas City, MO, April 27-30, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Alcohol Abuse, *Cognitive Development, Comparative Analysis, Family Environment, *Family Influence, Fathers, *Males, *Motor Development, *Preschool Children, Preschool Education
The early cognitive development and motor development of male preschool children with an alcoholic father were compared with matched control subjects from non-alcoholic families who resided in the same neighborhoods. Families were participants in the Michigan State University Longitudinal Study, into which were recruited all drunk drivers convicted in local district courts who had a blood alcohol level of 0.15 percent or higher and who had a biological 3- to 6-year-old son living with them. Despite meticulous neighborhood searches, findings showed that the socioeconomic status (SES) of control families was significantly higher than alcoholic families, as were Home Observation for Measurement of the Environment (HOME) inventory ratings. Findings indicated that the overall developmental quotient and personal social development of control boys was significantly more advanced than that of the high-risk boys when SES and/or HOME scores were not considered. Analyses of developmental data with SES as a covariate resulted in less significant differences between the groups. Most significantly, when HOME scores were considered as a covariate, all differences disappeared. Demonstrating the impact of the quality of the home environment on development, findings indicated that paternal alcohol problems affect the cognitive and motor development of preschoolers only when they are sufficiently disruptive to degrade aspects of the family environment related to early intellectual development. Over 40 references are cited. (RH)

ED 306 019 PS 017 947
Copeland, Margaret Leitch
What Do Head Start Parents "Really" Learn at the National Conference?
Pub Date—Nov 87
Note—22p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Chicago, IL, November 12-15, 1987).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Learning, *Individual Development, *Parent Conferences, *Parent Education, *Parent Participation, Parent Workshops, Participant Satisfaction, Postsecondary Education, *Program Evaluation
Identifiers—National Head Start Association, *Project Head Start
This study examines the activities which Head Start parents actually engaged in and the facts they learned at the 14th annual conference held in New Orleans in April, 1987 and the 15th annual conference held in Salt Lake City in May 1988. At the 14th annual conference, 70 parents voluntarily attended a workshop advertised in the conference bulletin and completed a trip report. The general categories of the questionnaire were: (1) preparation for coming to the conference; (2) conference activities attended; (3) suggestions to improve your own program; (4) personal improvement; and (5) final comments. At the 15th annual conference, 68 people attended a similar workshop and completed an improved but similar report. Some of the findings of the conferences include that: (1) child care was the major arrangement that had to made before going to the conference; (2) the conference, for many, was an experience which led to the enhancement of their skills, self-confidence, and sense of independence in fostering an environment in which their own children could develop to their full potential; (3) parents learned about their rights as parents in the program and their responsibilities as parents of young children; and (4) most parents agreed that they had a wonderful time and that they learned a great deal. Conclusions, implications, and recommendations are discussed in relation to the findings from each conference. (RJC)

ED 306 020 PS 017 948
Weed, Keri
Parental Goals and Child Self-Regulation.
Pub Date—Apr 89
Note—35p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Child Rearing, *Competence, *Disabilities, Language Usage, *Parent Influence, Par-

enting Skills, *Performance Factors, *Self Care Skills, *Severe Mental Retardation
Identifiers—*Self Regulation
Participating in an initial investigation of parental goals and guidance techniques related to child self-regulation, 15 parent-child dyads were videotaped in their homes while engaged in four functional tasks: a laundry folding task, an animal matching task, while mixing a snack, and while putting on a smock. The children, averaging 7 and one-half years of age, were classified as severely mentally retarded or severely physically disabled. Children were instructed by the parent to execute each of the four functional tasks, and each was executed under a different goal condition: efficiency, independence, teaching, and a neutral control. Indices of effective parental guidance and of child regulation were derived from transcribed videotapes. In addition, adaptive behavior, verbal intelligence, and memory were assessed. Although parental regulatory strategies were not significantly associated with the stated goal of the task, both groups of children showed a significant decrease in other-regulated behavior during the independence condition. Parents of children with orthopedic handicaps used a higher percentage of structuring statements during the independence condition than did parents of children with mental retardation. Within each of the four goal conditions, the extent to which the child exhibited self-regulated behaviors was associated with parental guidance strategies. Results are interpreted in terms of Vygotsky's social-developmental theory. Implications for the development of competence in children with mental retardation are discussed. (RH)

ED 306 021 PS 017 949
Ward, Shawn L. Rubin, Cynthia A.
A Developmental Correlate of Gender: Career and Family Values in High School and College Students.
Pub Date—Apr 89
Note—17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Age Differences, Careers, College Students, Family (Sociological Unit), Higher Education, High Schools, *Individual Development, *Sex Differences, *Sex Role, *Sexual Identity, *Values
With the growing number of dual career families, research has focused on sex-roles and the relationship between career and family values. An assertion is made that the instrumental role (independence, self-reliance) has been associated with support of the family, while care of the home and family requires an expressive role (nurturance).This study assessed career and family values as correlates of sex-typing in high school and college students. A total of 133 high school students in the eleventh grade and 173 college seniors completed three questionnaires: (1) the Role Values Inventory, a 19-item scale assessing individuals' career and family values; (2) the Bem Sex Role Inventory; and (3) a demographic survey. Findings indicated that gender was not the best predictor of career or family values. Subjects sex-typed as masculine and androgynous significantly valued a career more than did the undifferentiated type. Females expressed a greater interest in a career and valued a career more than did males. Females sex-typed as masculine were found to value a family significantly less than all other females. Finally, college students valued both a career and family more than did high school students. (RH)

ED 306 022 PS 017 950
Cats, Bernard P. Tan, Karel E. W. P.
Prematures with and without Regressed Retinopathy of Prematurity: Comparison of Long-Term (6-10 Years) Ophthalmological Morbidity.
Pub Date—Apr 89
Note—18p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Comparative Analysis, *Disabilities, Followup Studies, Foreign Countries, Guidelines, *Incidence, Medical Research, Medical Services, *Premature Infants, *Visual Impairments, *Young Children
Identifiers—*Netherlands
Reporting long-term ophthalmologic sequelae among ex-prematures at 6 to 10 years of age, this study compares 42 ex-premature infants who had had regressed forms of retinopathy of prematurity (ROP) during the neonatal period with 42 matched non-ROP ex-premature controls at 6 to 10 years of age. Subjects were subdivided into four groups: (1) ROP plus ophthalmologic disorders in later life; (2) ROP without ophthalmologic disorders in later life; (3) non-ROP wtih opthalmologic disorders in later life; and (4) non-ROP without ophthalmologic disorders in later life. The overall incidence of ophthalmologic problems was 55 percent in the ROP group and 36 percent in the non-ROP group. Strabismus, amblyopia and refraction anomalies occurred more frequently in the ROP group. In the ROP group, a significantly greater number of children had decreased vision in one or both eyes, compared to the non-ROP group. Although the incidence of ophthalmologic problems in the ROP group was considerably higher, the incidence in the non-ROP group still turned out unexpectedly high. This implies that non-ROP very low birth weight neonates should also be considered to be at a greatly increased risk for later visual problems. Regular ocular examinations, mandatory for the ROP group, thus should be inluded in follow-up programs of non-ROP very low birthweight neonates as well. (RH)

ED 306 023 PS 017 951
Papini, Dennis R. And Others
Early Adolescent Age and Gender Differences in Patterns of Emotional Self-Disclosure to Parents and Friends.
Spons Agency—Arkansas Univ., Fayetteville.
Pub Date—Apr 89
Grant—ARK-01303
Note—34p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adolescents, *Age Differences, Emotional Experience, *Family Characteristics, Individual Characteristics, Individual Development, Parent Influence, Peer Influence, *Self Disclosure (Individuals), *Sex Differences
Identifiers—*Developmental Patterns
This study explored adolescent age and gender differences in patterns of emotional self-disclosure to parents and friends. An additional purpose was to describe how familial and individual developmental characteristics influence patterns of adolescent emotional disclosure. The sample consisted of 174 junior high school students between 12 and 15 years of age. Derived from a battery of measures, data was collected on adolescent emotional self-disclosure, quality of family communication and functioning, and individual psychosocial characteristics. Results, consistent with previous research on self-disclosure, revealed that females exhibited greater emotional self-disclosures to parents and peers than did males, and that adolescent emotional self-disclosure to friends was greatest among older adolescents. In addition, while younger adolescents preferred to disclose information about their emotional state with parents, older adolescents chose to emotionally disclose to friends. Additional stepwise regression analyses revealed that emotional disclosure to parents was most strongly associated with adolescent perceptions of the openness of family communication, family cohesion, and satisfaction with family relationships. Emotional disclosure to friends was associated with adolescent self-esteem in the peer context and identity development. Results are discussed in terms of the complementary socializing processes that may operate within the contexts of family and friends. Over 50 references are cited. (RH)

ED 306 024 PS 017 952
Wishon, Phillip M. And Others
Hazard Patterns and Injury Prevention with Infant Walkers and Strollers.
Pub Date—Apr 89
Note—17p.; Paper presented at the Annual Convention of the Southern Association on Children Under Six (40th, Richmond, VA, April 13-19, 1989).
Pub Type— Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Child Caregivers, Day Care, Early Childhood Education, *Equipment, Guidelines, Incidence, *Infants, *Injuries, Parent Responsibility, *Prevention, *Safety, Teacher Responsibility
Identifiers—*Hazards, Strollers (Children), *Walkers (Children)
Mindful of the potential hazards associated with products intended for young children, this article examines pediatric accidents involving strollers and walkers. According to the latest figures available from the National Electronic Injury Surveillance System of the United States (NEISS), more than 11,800 stroller injuries in 1987 were serious enough to require treatment in hospital emergency facilities. Approximately 10,300 of these injuries were suffered by children less than 4 years of age. Again, according to NEISS, more than 20,700 walker injuries in 1987 required emergency treatment. Almost all of the victims were children under 2 years of age. Results of research on walker-related injuries suggest that at least 36 percent of all children using walkers experience a fall while using them. While many of these mostly preventable accidents result in subclinical injuries that are not reported, when injuries do occur, head trauma is the most frequent. Discussion gives emphasis to prevention and recommendations are offered for the safe utilization of these devices. It is concluded that increased caregiver awareness of the need for safety precautions in the child-care environment could reduce the frequency of stroller- and walker-related accidents, and information on the safe use of these products should be incorporated into the standard information regarding accident prevention that might be made available to staff and parents. (RH)

ED 306 025 PS 017 957
Foley, Mary Ann And Others
Developmental Comparisons of the Consequences for Memory of Spontaneous vs. Controlled Imaginal Elaborations.
Spons Agency—Spencer Foundation, Chicago, Ill.
Pub Date—Apr 89
Note—15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adults, *Age Differences, Children, *Classification, Cognitive Processes, Difficulty Level, *Encoding (Psychology), *Imagery, *Memory, *Performance Factors
Identifiers—*Representational Response
Two studies compared the effects of spontaneous and controlled imagery on reality monitoring decisions. Reality monitoring refers to the decision processes involved in discriminating perceptual memories from imaginal ones. In Experiment 1, 6-year-olds and adults were shown pictures and words and they responded to one of two questions: (1) "What is this object for?" or (2) "How long would it take an artist to draw a picture of this object?" When asked whether each item was presented as a picture or word, all subjects were more likely to claim that a word was presented as a picture than that a picture was presented as a word. This pattern of confusion suggests that subjects are generating images implicitly when answering function questions, and they later misclassify these imaginal memories as pictorial ones. A study comparing the effects of implicit and explicit imagery generation, Experiment 2 showed that this misclassification/confusion is reduced among 6-year-olds, 9-year-olds, and adults when they generate images explicitly, when prompted to do so by the experimenter. It is concluded that, as the representational processes of children and adults are more similar than is commonly believed, the findings have implications for developmental theories about children's imaginal processes. (Author/RH)

ED 306 026 PS 017 958
Mekos, Debra
Students' Perceptions of the Transition to Junior High: A Longitudinal Perspective.
Pub Date—Apr 89
Note—13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Aggression, *Behavior Problems, Elementary Education, Grade 6, Grade 7, Individual Differences, Junior High School Students, Longitudinal Studies, Sex Differences, *Social Adjustment, *Student Atti-

tudes

Examined were changes in students' positive and negative perceptions of junior high as they made the transition from sixth to seventh grade and the relation of students' perceptions to their social and academic adjustment. A total of 100 students were interviewded in the spring of their sixth-grade year, the fall of their seventh-grade year, and the spring of their seventh-grade year, to determine how they felt about the transition they were making and what they liked and disliked most about junior high. Students' grades, disruptive behavior, and aggression were also assessed at each time of interview. Findings indicated that concerns about victimization and disruptions in friendships declined sharply after the transition, while concerns about schoolwork and the new school setting increased over the year. Sex differences in reasons for disliking junior high were also found. Changes in students' perceptions were related to individual differences in adjustment. Before the transition, students with higher grades had more negative expectations while aggressive and disruptive students mentioned few concerns about the move. These patterns of perceptions reversed when students entered the seventh grade. It is concluded that the findings illustrate the importance of a longitudinal perspective in understanding the challenges students face during the transition to junior high. (Author/RH)

ED 306 027 PS 017 959

Foley, Mary Ann Wilder, Alice

Developmental Comparisons of the Effects of Type of Imaginal Elaboration on Memory.

Spons Agency—Spencer Foundation, Chicago, Ill.

Pub Date—Apr 89

Note—12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).

Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Age Differences, *Cognitive Ability, Cognitive Development, *Cognitive Processes, College Students, Elementary Education, Elementary School Students, Higher Education, *Performance Factors, *Recall (Psychology)

Identifiers—*Elaboration

Two studies examined the effects of different types of imaginal elaborations on recall. In Experiment 1, 6-year-olds, 9-year-olds, and college adults were given 20 word pairs embedded in one of four types of sentences: short plausible, bizarre, personalized, or self-generated. With no mention of a memory test, subjects were asked to use the sentences to generate images and rate their vividness. Findings indicated that recall varied with age and type of elaboration. Subjects who generated their own sentences had the greatest recall. Analysis of the generated sentences showed younger children were more likely than adults to generate personalized elaborations. However, the presence of personalized referents was not enough to enhance memory. Recall was actually lowest in the personalized condition. In Experiment 2, 6-year-olds, 9-year-olds, and college adults generated sentences connecting 20 unrelated word pairs for one of three purposes: to generate images of the words in the pairs by way of helping to create materials for children's stories, to generate images that would help them remember the word pairs, and to help them remember the words. Yoked controls were given sentences generated by age-mates. Findings indicated that memory was better in all conditions requiring sentence generation than among yoked controls. However, recall varied depending on the purpose of generating the sentences. It is concluded that findings have implications for discussions of children's elaborative abilities. (Author/RH)

ED 306 028 PS 017 960

Moxley, Roy A. Joyce, Bonnie

Visual Spelling by Young Children on the Microcomputer: A Multidirectional Development with Phonological Spelling.

Pub Date—[87]

Note—31p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Computer Oriented Programs, *Computer Software, Computer Uses in Education, Elementary School Students, Kindergarten Children, *Microcomputers, Primary Education, *Spelling Instruction

Identifiers—*Spelling Growth, Story Writing, *Visual Spelling

Three kindergarten children and one first-grade student used computer programs to spell words in isolation and in stories they wrote. Eventually, all of the children, even those who were initially non-readers, were able to write some stories in standard spelling. As the children made progress toward writing words in conventional spelling, they showed evidence of developing phonological spelling strategies similar to those that have previously been reported for children using paper and pencil. At the same time, however, children also showed evidence of developing visual spelling strategies in more detail than has previously been reported. In particular, evidence was found of visual spelling strategies occurring before the transitional stage in which they had previously been seen. Evident patterns of spelling development were more consistent with multidirectional than with unidirectional views of written language development. Findings suggested that computer programs are a viable option for teachers who wish to develop the visual spelling strategies of young children. Children's visual classifications are discussed in detail, focusing on visual categories, analogical wholes, analogical parts, standard spelling of a significant segment, letter reversals, visual and semiphonetic categories in the same phase, visual and phonetic categories in the same phase, and sequences with visual categories. (Author/RH)

ED 306 029 PS 017 962

Clark, Sandra L.

The Development of Organization in Children's Memory.

Pub Date—Apr 89

Note—14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).

Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Age Differences, Classification, Cognitive Development, *Cognitive Structures, Difficulty Level, Elementary School Students, Elementary Secondary Education, Grade 2, Grade 6, Grade 10, High School Students, *Knowledge Level, Memory, *Recall (Psychology), *Word Lists

This study investigated the role of knowledge base organization in elementary school students' memory performance. In a preliminary study, students in grades 2, 6, and 10 rated words from three semantic categories for their category representativeness. Results disclosed age-related changes in how children rate words for high and low typicality. Based on the students' ratings, a 24-word list of words of high and low typicality was constructed for each grade level. These word lists subsequently were used in a multitrial free recall memory study. Within each of the three grades, 16 subjects studied and recalled grade 2 level words, 16 studied and recalled grade 6 level words, and 16 studied and recalled grade 10 level words. Analysis of variance was performed on recall scores, category clustering scores, and subjective organization scores. It was found that subjects in grades 6 and 10 organized age-appropriate word lists best. For less typical, but not highly typical words, recall and organization was best for the grade 2 words, followed by the grade 6 and grade 10 words. Findings also revealed that memory organization increased over trials only for the older subjects. The research indicates that age-appropriate word norms are important in investigations of children's memory development. However, the knowledge base accounts for only some age differences in memory organization and recall performance. (Author/RH)

ED 306 030 PS 017 963

Bullock, Merry Lutkenhaus, Paul

Action Regulation Skills in Toddlers.

Pub Date—Apr 89

Note—8p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).

Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Age Differences, *Goal Orientation, Preschool Education, Sequential Learning, *Toddlers

Identifiers—*Anticipatory Monitoring, Child Behavior, Error Detection, *Error Monitoring

This study examined the ability of 59 2- and 3-year-old children to monitor goal-directed activities with respect to an anticipated outcome. The study focused on two skills: error monitoring and error avoidance through anticipatory monitoring. To elicit monitoring, a variety of simple tasks were presented to the children. In each, a successful outcome required some amount of anticipation or correction of errors during the course of acting. The tasks included carrying water without spilling, tracking, nesting cups, handling blocks according to a rule, and pouring a specified amount of water into a funnel. The results indicated that task success increased with age: 2-year-olds were successful on about a quarter of the tasks, the older children on three quarters. This increased success was described in terms of two differences. The first concerned the change in the importance of the goal for the child, and the second involved a change in the ability to anticipate, as well as detect and correct, errors. (RJC)

ED 306 031 PS 017 964

Swick, Kevin J. Hassell, Tammy

Parental Efficacy and the Development of Social Competence in Young Children.

Pub Date—[88]

Note—15p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Development, *Interpersonal Competence, *Locus of Control, *Parent Child Relationship, *Preschool Children, Preschool Education, Social Development, *Student Evaluation

Identifiers—*Parental Efficacy

This study examined the relation of two aspects of parental efficacy (locus of control and interpersonal support) to the social competence of 62 children aged 2 to 5 years in a preschool setting. The following assessment instruments were used: Schaefer's (1979) Locus of Control Inventory to measure parental locus of control; Paul's Home Support Inventory to measure interpersonal support; The Developmental Indicators for the Assessment of Learning to measure the child's level of functioning; and the Preschool Version of the Classroom Behavior Inventory to measure the child's social competence as assessed by teachers and parents. One of the major findings of this study was that the child's development of social competence is interrelated with the dimensions of his or her development and ecology. In addition, locus of control appears to influence the way parents view their children's behavior; for example, externally controlled parents had negative assessments of their child's social competence. Three patterns of efficacy were identified: (1) the clear direction which externality gave to parent and child relationships at home, in school, and in the community; (2) the connection between significant support persons and the child's development of social competence; and (3) the interactional nature of development and the ecology. (RJC)

ED 306 032 PS 017 968

Saarni, Carolyn

Cognitive Capabilities Involved in the Socialization of Emotion: Development in Middle Childhood.

Spons Agency—National Science Foundation, Washington, D.C.; Spencer Foundation, Chicago, Ill.

Pub Date—Apr 89

Note—20p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).

Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, *Cognitive Structures, Elementary Education, *Elementary School Students, *Emotional Development, Interpersonal Relationship, Sex Differences, *Social Cognition, *Socialization

This study examines the development of emotion in 108 children from a small Northern California city aged 6-7, 8-9, and 10-11 years. The paper specifically examines: (1) children's beliefs about emotion management that contribute to their preinteraction expectancies; (2) the sorts of socializing messages children appear to be responding to; and (3) the kinds of cognitive representations that are available to children as they construct their naive theory of emotion. The children were individually asked a series of standardized questions about the parental reactions likely to occur when a child protagonist revealed his or her genuine emotion in eight hypothetical vignettes, and about what one could do to avoid or promote those parental reactions. Half the vignettes concerned someone who

was at risk for having their feelings hurt by the protagonist's expression of genuine emotion; the other half were about a child protagonist who became vulnerable by displaying genuine emotion. The findings indicate that there were generally no age differences in children's expectations of how controlling or accepting a parent's reaction would be in both vignettes. Children selected relatively more controlling parental reactions when the protagonist's display of emotion could result in another person's becoming vulnerable or getting his or her feelings hurt. (RJC)

ED 306 033 PS 017 969
Kreppner, Kurt
A Longitudinal Study of Changes in Socialization and Interaction Patterns in Families.
Pub Date—Apr 89
Note—30p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Behavior Change, Children, *Family Characteristics, Family Structure, Foreign Countries, *Interpersonal Competence, *Interpersonal Relationship, Longitudinal Studies, Parent Influence, Pathology, Personality Development, *Socialization, *Verbal Ability
Identifiers—*West Germany
This study was designed to investigate aspects of childhood social functioning in early interaction and socialization patterns of normal families. Sixteen families with a child between 1 and 3 years of age, and a second child born when the study began, were observed over a 2-year period. Intelligence tests were administered to both children when the second child was 5 and 7 years old. Verbal intelligence scores were taken as an estimate of the quality of social skills and adaptation at preschool age. Videotaped interactions were divided into about 1100 episodes for each family, and were coded according to categories of formal interactional and content-related aspects of family socialization. Three items of data were selected for detailed presentation: "situation control," "transmission of rules," and "affirmation of position." Findings indicated that: (1) time-specific changes in dyadic socialization patterns occur after the arrival of a new child and expand over a 2-year period; (2) socialization activities within families vary according to intensity and time-specificity; and (3) families vary according to mothers' and fathers' coordination and cooperation in socialization activities. Discussion considers conceptual and methodological implications for the detection and isolation of family-specific precursors of pathological personality development. (RH)

ED 306 034 PS 017 971
Axia, Giovanna Argenti, Emanuela
Context and Linguistic Politeness in 7- and 9-Year-Old Italian Children.
Pub Date—Apr 89
Note—21p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Age Differences, Elementary Education, *Elementary School Students, Foreign Countries, *Individual Development, *Language Patterns, Language Research, *Metacognition, *Prosocial Behavior, Sociolinguistics
Identifiers—*Italy, *Politeness
The development of linguistic politeness in 7- and 9-year-old Italian children was examined. A total of 80 subjects, 40 males and 40 females, produced requests according to different contexts which were graphically presented. Factors considered for such contexts were: sex of the speaker; sex of the addressee; status of the addressee, either peer or older; and social role, either primary school child or university student. Results indicate that a development from simple knowledge of socio-linguistic principles for politeness to incorporation in language of concern for the other person can be observed between the ages of 7 to 9 years. From the age of 7, Italian boys and girls share the same socio-linguistic principles for politeness between sexes. They apparently apply such principles more to adults than to children. At both 7 and 9 years, boys and girls are equally polite. The 9-year-olds include more justifications in their requests than do the 7-year-olds. Nine-year-olds are also more aware of the need for politeness. (RH)

ED 306 035 PS 017 972
Goetz, Elizabeth M. Searls, Daniel
Participation at the Prewriting Table: The Effects of Preschool Environmental Enhancements.
Pub Date—May 89
Note—25p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Environment, Classroom Research, Classroom Techniques, *Cues, *Learning Activities, *Learning Centers (Classroom), *Preschool Children, Preschool Education, Student Participation, *Teacher Role, *Writing Readiness
Effects of environmental enhancements on the participation of 21 preschoolers at a prewriting table during free-choice activities were examined during one school year. A reversal experimental design compared three cumulatively richer enhancements. Enhancements were: (1) two skill levels of materials; (2) two skill levels of materials with "prompts to attend the table" directed to six children who had low Brigance K and I Screen scores; and (3) two skill levels of materials, prompts, and teacher presence at the table. Data collected on a time-sampling basis showed that in comparison to baselines, voluntary and constructive participation at the prewriting table increased to significantly higher levels as the enhancements intensified, even though six other free-choice classroom learning centers were simultaneously offered. Prior to implementation of the procedures, midway, and at the end of the study, children were tested on two subtests of the Brigance K and I Screen: (1) prints personal data; and (2) visual motor skills. The results indicated that Brigance scores increased. (RH)

ED 306 036 PS 017 981
Zebrowitz-McArthur, Leslie A. Kendall-Tackett, Kathleen A.
Parental Reactions to Transgressions by Babyfaced and Maturefaced 4 and 11 Year Old Children.
Pub Date—Apr 89
Note—23p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Age Differences, Behavior Problems, Children, *Individual Characteristics, Interpersonal Attraction, *Parent Attitudes, *Parent Child Relationship, *Punishment
Identifiers—*Facial Characteristics, Intention
Recent studies on parental disciplinary practices focus on children's attributes that influence harshness of discipline. The present study examined the effects of facial babyishness on parents' recommendations regarding the discipline of 4- and 11-year-old children who had perpetrated an act of commission or of omission. It was predicted that the actions of babyfaced children would be perceived as less intentional, and that babyfaced children would be punished less harshly than their maturefaced counterparts. A total of 32 mothers and 32 fathers of 10- to 12-year-old children participated. Each parent read eight vignettes describing either 4- or 11-year-old children's misdeeds. Attached to each vignette was a black-and-white photograph of a child, who had been rated as either babyfaced or maturefaced by introductory psychology students. As predicted, the misdeeds of babyfaced children were perceived as less intentional than those of maturefaced children. The severity of punishment recommended revealed "an age X facial babyishness interaction." Less severe punishment was recommended for babyfaced than maturefaced 4-year-olds. However, babyfaced 11-year-olds were punished more harshly than maturefaced ones. It is concluded that the findings have implications for parents and parent education. (Author/RH)

ED 306 037 PS 017 982
Coffman, Sherrilyn And Others
Close Relationships in Mothers of At-Risk and Normal Newborns: Support, Expectancy Confirmation, and Maternal Well-Being.
Pub Date—Mar 89
Note—39p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Affective Behavior, Comparative Analysis, Conflict, Expectation, *High Risk Persons, *Mothers, *Neonates, *Parent Child Relationship, Social Networks, *Social Support Groups, Stress Variables, *Well Being
Identifiers—*Normal Children, Satisfaction
The birth of a child represents an important normative transition for the infant's mother and her close social network members that may affect both the mother's personal well-being and the quality of her interpersonal realationships. Participants included 47 mothers of infants treated in neonatal intensive care units, and 36 mothers of healthy newborns. Mothers were interviewed between 2 and 5 weeks after birth. The three types of predictive measurements made were: (1) social support; (2) expectancy confirmation; and (3) stress. Outcome indices included those assessing quality of relationships, maternal affect, and attitudes toward the baby. Although support from the mother's "close person," usually a husband or mother, was found to relate positively to maternal affect, combined support from additional persons in the mother's network was unrelated to affect. Close person support was also related to indices of the quality of the mother's relationship with the close individual. Relationship quality and affect were related to the degree to which the mother's expectations for support from the close person had been met following the infant's birth. The results provide preliminary evidence for a proposed model of close relationship processes throughout the life span. (RH)

ED 306 038 PS 017 986
Gordis, Felice W. And Others
Young Children's Understanding of Simultaneous Conflicting Emotions.
Pub Date—Apr 89
Note—10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Age Differences, *Comprehension, Elementary Education, *Elementary School Students, *Emotional Experience, *Kindergarten Children, *Knowledge Level
A task was developed to allow young children to demonstrate their understanding of opposite-valence simultaneous emotions. A total of 69 children in grades K, 2, 4, and 6 heard eight very brief stories describing everyday events expected to arouse conflicting feelings toward a single target. For four of the stories, subjects were asked to detect how the protagonist felt. For the other four, the experimenter revealed the protagonist's dual feelings and asked the subjects to explain why both positive and negative feelings were aroused. Story version was counterbalanced for all children, and story content was rotated over versions according to a balanced Latin-square design. Although older children performed better than younger, children at every age level could successfully explain why the characters had conflicting feelings. After having to explain dual emotions, even the youngest children spontaneously detected conflicting feelings more often than did children who had not yet been asked to explain instances of opposing feelings. Results were interpreted as indicating that young children often understand what it means to have conflicting feelings but may not spontaneously talk about them. (Author/RH)

ED 306 039 PS 017 990
Lewis, Jeffrey
Speech to Children at Risk for Abuse: An Acoustical Analysis.
Pub Date—Apr 89
Note—23p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Acoustic Phonetics, Behavior Problems, *Child Abuse, Communication Research, High Risk Persons, *Mothers, *Parent Child Relationship, Siblings, *Speech, *Stress Variables
Identifiers—*Strangers
In order to study signs of stress in speech directed to children at risk for abuse, sentences matched on content were collected from audio recordings of adult-child interactions. The children were audi-

otaped during an unstructured interaction with both their own mother and an unrelated mother. A total of 40 sibling pairs, each including one sibling who was at relatively greater risk for abuse, were drawn from families involved in counseling. It was predicted that the interactions involving the child at greater risk would be perceived as more stressful by both maternal groups, and the prosodic features of the adult's voice would illustrate the heightened stress they experienced. In 61 of the interactions, the adult spontaneously uttered the target sentence: "I don't know." Among related mothers, 20 target utterances were directed to the more difficult child and 18 to the other child. Among unrelated mothers, 10 target utterances were directed to the difficult child and 13 to the other. Sentences were acoustically analyzed in terms of the speaker's mean fundamental frequency (MFF) level, MFF range, and MFF variability. Analysis revealed that for both unrelated and related mothers, speech directed toward children at greater risk for abuse was characterized by higher MFF, wider range, and larger MFF variability. (RH)

ED 306 040 PS 017 991
Rosenthal, Miriam K.
Attitudes and Behaviors of Caregivers in Family Day Care: The Effects of Personal Background, Professional Support System and the Immediate Caregiving Environment.
Pub Date—[88]
Note—26p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Child Caregivers, Early Childhood Education, Educational Quality, *Family Day Care, Foreign Countries, *Group Structure, *Predictor Variables, *Social Support Groups, Teacher Attitudes, *Work Environment
Identifiers—*Israel, Sponsors

An investigation of the work environment of child caregivers in Israel focused on the amount of professional support the caregivers received and the group characteristics of the children in their care. A total of 41 caregivers were sampled from a population of 97 sponsored family day care (FDC) providers. Most of the sampled FDC homes provided care for infants and toddlers only. Two sets of data were obtained for each caregiver, one based on an observation day and the other on a structured interview. Caregiver characteristics, professional support and group composition in the work environment, caregiver's professional attitudes and beliefs about development, and the quality of care were assessed. Findings indicated that professional support was the best predictor of quality of interaction, and group composition was the best predictor of the educational program. Professional support and group composition had no effects on caregivers' attitudes and beliefs. Better educated caregivers attributed to themselves more influence, but did not necessarily provide care of a better quality. Caregivers who attributed more influence to themselves or who expected early development interacted more positively with children and spent less time in group interaction. Caregivers who believed in more authoritarian control methods tended to impose more restrictions on children and provided a poorer educational environment. (RH)

ED 306 041 PS 017 993
Burchinal, Margaret R.
Comparison of Models for Estimating Individual Growth Curves.
Pub Date—Apr 89
Note—10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Estimation (Mathematics), *Goodness of Fit, Guidelines, *Individual Development, *Mathematical Models, *Research Design, Simulation

Growth curve models are a useful tool for developmentalists because they can estimate an attribute's developmental function by providing a mathematical description of growth on an attribute over time. However, selection of a growth curve model appropriate for estimating individual developmental functions is problematic. The ideal model is the one that most precisely estimates individual developmental functions from the profile data. But profile data often violate model assumptions. When sample sizes are relatively small, the effects of these violations often are not well understood. For this study, computer simulations were run to identify which types of models provided the most precise descriptions of developmental functions with various types of profile data. Models included: (1) Population Logistic Growth Curve; (2) Population Polynomial Growth Curve; (3) Individual Logistic Growth Curve; (4) Individual Polynomial Growth Curve; and (5) Prototypic Growth Curve. The goals of three analyses were to identify the best model for estimating growth curves when individual differences and reliability are varied, when profile size and reliability are varied, and when more than one parametric family is sampled. All examined data characteristics affected the ability of the models to estimate the profiles. It is concluded that longitudinal studies must be carefully designed if data are to be used to estimate individual growth curves. (RH)

RC

ED 306 042 RC 016 908
Mental Health and the Elderly: Issues in Service Delivery to the American Indian and the Hispanic Communities. Part II. Hearing before the Select Committee on Aging, House of Representatives, One Hundredth Congress, Second Session (Denver, Colorado).
Congress of the U.S., Washington, D.C. House Select Committee on Aging.
Report No.—House-Comm-Pub-100-673
Pub Date—27 May 88
Note—69p.; For Part I, see UD 026 502.
Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*American Indians, Federal Aid, *Health Needs, *Health Services, Hearings, *Hispanic Americans, *Mental Health, *Older Adults, Trust Responsibility (Government)
Identifiers—Congress 100th

This field hearing by the House Select Committee on Aging produced testimony on the mental health problems and service delivery needs of American Indian and Hispanic American elderly. A director of research and two American Indian advocates: (1) pointed out the high rate of depression among Indian elderly due to physical impairments and deprived living conditions; (2) described service-related and cultural factors contributing to low use of mental health services by Indian elderly; (3) outlined the specific problems and stresses of urban Indians; and (4) proposed legislative and service delivery strategies. A Colorado state official outlined barriers to delivery of mental health services to Hispanic elderly. An Hispanic advocate emphasized the need for outreach programs with bilingual, bicultural staff. The panel of witnesses discussed: (1) the need for home health agencies and community-based services for Hispanic and Indian elderly; (2) language and cultural barriers between generations, resulting intergenerational conflict, and mental health consequences for the elderly; and (3) the right of each tribe to its own definition of "Indian." The Committee Chairman called for Indian organizations to collaborate and draft legislative proposals covering the relevant needs of the Indian community, and asked Hispanic organizations to do likewise. Testimony from four mental health professionals covered funding issues, training to provide culturally sensitive outreach staff, and the particular problems and needs of the rural elderly. (SV)

ED 306 043 RC 017 002
Knapp, Clifford E., Ed.
Cooperative Learning and Outdoor/Environmental Education.
Pub Date—Jul 86
Note—22p.
Journal Cit—The International Association for the Study of Cooperation in Education; v7 n3,4
Pub Type— Opinion Papers (120) — Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adventure Education, *Cooperative Learning, *Ecology, *Educational Games, *Environmental Education, Experiential Learning, Group Activities, Humanistic Education, Information Networks, Learning Activities, *Outdoor Education, Self Directed Groups
Identifiers—Boy Scouts of America, Project WILD, Wilderness Education Programs

This newsletter contains 14 items on cooperative learning and outdoor education, with a particular focus on environmental education and ecology. "Cooperative Teaching/Learning Strategies and Objectives in Outdoor/Environmental Education" by Clifford E. Knapp is about cooperative teaching and learning strategies in outdoor education and emphasizes the value of cooperative outdoor education, mentioning several outdoor games and education programs. It calls for more communication among outdoor-environmental educators. "Teachers are Wild about WILD" by Jennifer Meyer describes Project WILD, a multistate program designed to help students of any age to develop awareness, knowledge, skills, and commitment to responsible behavior concerning the environment. "Group Initiative Educational Games" from the Muskingum Outdoor Training and Education Center describes games that teach students how to think and act cooperatively. A Japanese program, "Adventure Orienteering," is described by Toshio Hoshino. In this program, campers walk an unknown course using maps and compasses. Other articles include: "Processing Outdoor Experiences," by Clifford E. Knapp; "The Sheldon Centre for Outdoor Education," by Joan Thompson; and "An Alternative Educational Program for Adjudicated Youth," by Alan Dodson. This newsletter also offers resource lists, including a four-page bibliography, and gives the names and addresses of training workshops, environmental living programs, and summer camps using cooperative learning strategies. There is also a review by Jan Rensel of the book, "Humanizing Environmental Education: A Guide for Leading Nature and Human Nature Activities" (Knapp & Goodman, 1981). This document also includes information on the International Association for the Study of Cooperation in Education. (TES)

ED 306 044 RC 017 005
Miller, Lenore Hendler
The Nature Specialist: A Complete Guide to Program and Activities.
American Camping Association, Martinsville, Ind.
Report No.—ISBN-0-87603-087-5
Pub Date—86
Note—180p.
Available from—American Camping Association, Bradford Woods, 5000 State Road 67N, Martinsville, IN 46151-7902 ($29.95).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Biological Sciences, *Camping, Discovery Learning, Ecology, *Environmental Education, Experiential Learning, Field Trips, Natural Resources, *Outdoor Activities, *Outdoor Education, *Science Activities, Science Projects, Summer Programs

This manual contains a collection of approaches and activities for nature specialists at residential or day camps. It is organized so that the novice may use it to maximize the effectiveness of a camp program. The book is full of descriptions of various field experiments in which children can participate. Comments in section 1, "Getting Started," are addressed to camp directors and include a description of a quality nature program. Program preparation, equipment, and "setting up" are also discussed. Section 2 discusses plants, gardening, and animal care. Section 3 includes descriptions of 71 outdoor science activities for campers, from discovery walks and terraria to "owl pellet study." Section 4, titled "Mixed Bag," offers more participatory activities and general tips about working with young people at camp. The manual also includes quotes from writers, poets, and others about nature and the environment. Also offered are some ideas for competitive activities, rainy day projects, and evening programs. Section 5, the appendices, includes illustrated field guides on birds, insects, and plants; lessons on constructing small science projects; how to care for injured birds; source references; puzzles and games; gardening information; and general teaching tips. There are numerous drawings and photos throughout the book. (TES)

ED 306 045 RC 017 006
Pratt, Richard Henry Utley, Robert M., Ed.
Battlefield and Classroom: Four Decades with the American Indian, 1867-1904.
Report No.—ISBN-0-8032-3679-4

Pub Date—87
Note—377p.; Reprinted from the first edition, published in 1964.
Available from—University of Nebraska Press, 901 N. 17th St., Lincoln, NE 68588-0520 ($29.95).
Pub Type— Books (010) — Historical Materials (060)
Document Not Available from EDRS.
Descriptors—*Acculturation, *American Indian Education, *American Indian History, American Indians, Autobiographies, Educational History, Elementary Secondary Education, Personal Narratives, Primary Sources, *United States History
Identifiers—*Carlisle Indian School PA, Frontier History, *Pratt (Richard Henry)
In these memoirs, Richard Henry Pratt (1840-1924) recounts the history he lived through and helped to make in 8 years of frontier army service and as founder of the Carlisle Indian School. In 1867, Captain Pratt arrived at Fort Arbuckle, Indian Territory. The following 8 years culminated in the collapse of the hostile southern Plains tribes. Pratt's assignments as organizer and leader of units of Indian scouts led him to reflect on the condition of minority races in a social and political order that he regarded as otherwise perfect. He concluded that the Constitution guaranteed "fraternity and equal privilege for development" to all, and that this was all the Indian needed to cast off his aboriginal culture and be assimilated into American society. In 1875-78, Pratt served as jailor to 72 conquered Kiowa, Comanche, and Cheyenne leaders imprisoned in Florida. His accomplishments in educating the prisoners helped to convince others that the experiment should be enlarged in a more favorable environment. In its first year (1879) Carlisle enrolled over 200 pupils from 12 tribes. During Pratt's 24-year tenure, the school educated 4,903 Indian children from 77 tribes. The curriculum emphasized both academic and manual instruction. The school's most famous feature, the Carlisle Outing, placed Indian children with white farm families during the summer. So determined and public was Pratt's attack on all who opposed his program that he was relieved of duty in 1904. Carlisle closed in 1918. This book contains 33 photographs, many letters, and an index. (SV)

ED 306 046 RC 017 015
Van Matre, Steve
Sunship Earth: An Acclimatization Program for Outdoor Learning.
American Camping Association, Martinsville, Ind.
Report No.—ISBN-0-87603-007-X
Pub Date—79
Note—265p.
Available from—American Camping Association, Bradford Woods, 5000 State Road 67N, Martinsville, IN 46151-7902 ($13.50).
Pub Type— Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors—Conservation Education, *Discovery Learning, *Ecology, Elementary Education, *Environmental Education, Experiential Learning, *Learning Activities, Natural Resources, Outdoor Activities, Outdoor Education, Pretend Play, Recreational Programs, Recycling, *Resident Camp Programs
This book describes a 5-day program of imaginative activities designed to help elementary school children learn how their world functions through seeing, smelling, tasting, touching, and hearing. The book is designed to help children understand energy flow, the cycles of basic materials, the diversity of life, natural communities, change, adaptation, and interaction among living things and their surroundings. The "acclimatization" program includes many activities, sequentially ordered, using the comparison of our planet to a spaceship, with the sun as primary energy source. Chapters 1 and 2 explain the Sunship Earth idea and its operating principles. Chapters 3 and 4 explain the model and summarize the program, including timetables for a 5-day resident experience. Shorter, nonresident experiences are also presented. Chapters 5 and 6 offer preparation guides for students and teachers. Chapters 7-9 describe a series of make-believe activities and present the learning guidelines that drive them. Activities in Chapters 10-12 are intended to help students feel closer to nature; those in Chapters 13-15 are designed for afternoon hours, evenings, and rainy days. Activities described in Chapters 16-20 include community meetings, cabins and crews, meals and snacks, quiet times, and campfires. Chapter 21 describes an activity in which children are encouraged to design a model planet. Activities in Chapters 22-24 include a "Sunship Meeting," "Passengers Guide," and a closing ceremony. There is a six-page index. (TES)

ED 306 047 RC 017 027
Reetz, Linda, Comp. Cerny, Mary, Comp.
ACRES Cross-Cultural Bibliography for Rural Special Educators.
American Council on Rural Special Education.
Pub Date—Feb 88
Note—44p.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—American Indians, *Bilingual Education, Blacks, *Educational Diagnosis, Elementary Secondary Education, *Exceptional Persons, Hispanic Americans, Migrants, *Minority Groups, *Multicultural Education, Preschool Education, Rural Education, *Special Education
Identifiers—Native Americans, Nondiscriminatory Assessment
This bibliography of cross-cultural materials contains 437 bibliographic citations of journal articles, books, government reports, court cases, and bibliographies of interest to rural special educators. Major topical areas are bilingual exceptional children (136 items) and culturally diverse exceptional children (135 items). Other topics include Black Americans, court cases, Hawaiians, Hispanics, migrant exceptional students, Native Americans, and nondiscriminatory evaluation. (SV)

ED 306 048 RC 017 030
A Computer-Based Curricular Provision for Rural Communities (RP110).
Further Education Unit, London (England).
Pub Date—[89]
Note—50p.; For report summary, see RC 017 029. Contains some light or broken type.
Available from—Further Education Unit, Grove House, 2-6 Orange St., London WC2H 7WE, England (free).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adult Education, *Community Education, *Distance Education, Foreign Countries, Nontraditional Education, *Nontraditional Students, Outreach Programs, Pilot Projects, Rural Areas, *Rural Education, Teleconferencing, *Telephone Communications Systems, Unemployment
Identifiers—*England (Devon), Small Towns, Villages
In 1983, a project at East Devon College of Further Education sought to identify learning needs in scattered rural communities, particularly among the unemployed, and to meet those needs with distance education technology. The project team identified the characteristics of several types of rural Devon communities and assessed curricular needs through direct contact with the rural unemployed. After several unsuccessful attempts in villages, the project began in the small, isolated town of Okehampton, in mid-Devon. Considerable effort went into publicizing short introductory courses based on identified needs, but only 12 people enrolled in 2 courses. One course, in navigation, was delivered. A teleconferencing bridge with voice and data telephone lines linked East Devon College and the town. Equipment consisted of microcomputer, high resolution visual display unit, graphics pad and light-sensitive pen, and loudspeaker and microphones. Various technical hitches on both voice and data lines resulted from operator inexperience, management problems, and malfunctions. Although the amount of education actually delivered was small, the project demonstrated that this delivery system could circumvent constraints on class size by allowing several scattered small groups to be taught simultaneously. The project also highlighted education provided by local drop-in centers and self-help groups, which bypassed formal educational institutions. Appendices outline identified learning needs and describe low-cost courses offered by local sources. (SV)

ED 306 049 RC 017 038
Blackwood, Lance C.
More Like a School Family Than Just a Teacher and His/Her Students. Is a One Teacher School for You. . .?
Pub Date—87
Note—89p.
Available from—L.C.'s Manner, 2440 E. Tudor Road, Suite 950, Anchorage, AK 99507 ($12.00).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Beginning Teachers, Elementary Secondary Education, *Experience, Multigraded Classes, *One Teacher Schools, Rural Education, Rural Population, *Rural Schools, Teacher Attitudes, Teaching Conditions, *Teaching Experience
Identifiers—Alaska, Teacher Community Relationship
The purpose of this booklet is to give beginning or first-year teachers in rural Alaskan one- or two-teacher schools some practical, effective, and useful suggestions and guidance in their teaching and living situations. Those individuals who are currently training and studying to be teachers in rural Alaska might also benefit from the information. The experiences of one teacher in a variety of rural Alaskan school settings are related, and advice about teaching and living in an isolated rural community is given. Chapters in the booklet include: (1) "What Makes an Effective Teacher in Rural Alaska?"; (2) "How to Get Along in the Community and Build Community Relationships"; (3) "But How Do I Teach All Those Grade Levels and Subjects?"; (4) "Other Items of Concern and Importance"; (5) "Possible Questions to Ask Prospective Employing School Districts in Rural Alaska"; and (6) "Advantages/Disadvantages to Teaching in a One-Teacher School." Topics covered range from psyching up for the challenge, dealing with community-specific customs and ideas, managing time, materials and students, to selecting the proper clothing and how to order groceries and supplies from the nearest urban centers. (ALL)

ED 306 050 RC 017 039
Public and Private Schools in Manitoba. Enrolment Estimates: 1988-1992.
Manitoba Dept. of Education, Winnipeg. Finance Branch.
Pub Date—Apr 88
Note—385p.; For 1987-1991 estimates, see RC 017 040.
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors—Elementary Secondary Education, *Enrollment, *Enrollment Projections, Foreign Countries, *Private Schools, *Public Schools, School Demography
Identifiers—Manitoba
Enrollment estimates for public and private schools in Manitoba, Canada, have been produced by the Schools' Finance Branch of the Department of Education for the years 1988-1992. The purpose of these estimates is to provide an indication of future enrollment trends to facilitate planning of financial requirements. The estimating process is based upon: (1) actual enrollment information submitted annually by each school division and district in the province of Manitoba; (2) the number of children in Manitoba entitled to Family Allowances; and (3) the number of births in the province. The enrollment estimate represents the number of students expected to attend public and private schools on September 30 of each of the 5 years studied. Data is arranged in tables and includes actual enrollment figures for the years 1978-1987. Actual enrollment and estimated enrollment are presented in tables for (1) the province; (2) public schools; (3) divisions; (4) remote districts; (5) special revenue districts; (6) private schools; and (7) schools that have been closed. Previous enrollment estimates included figures for special schools which have been dropped as an individual table and incorporated into the district tables. (ALL)

ED 306 051 RC 017 040
Public and Private Schools in Manitoba. Enrolment Estimates: 1987-1991.
Manitoba Dept. of Education, Winnipeg. Finance Branch.
Pub Date—Mar 87
Note—384p.; For 1988-1992 estimates, see RC 017 039.
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors—Elementary Secondary Education, *Enrollment, *Enrollment Projections, *Public Schools, School Demography
Identifiers—*Manitoba
Enrollment estimates for public and private schools in Manitoba, Canada, have been produced by the Finance Branch of the Department of Education for the years 1987-1991. The purpose of these estimates is to provide an indication of future enroll-

ment trends to facilitate planning of financial requirements. The estimating process is based upon actual enrollment figures gathered on September 30 of each of the preceding 10 years from public and private schools in each school division and district in the Province of Manitoba. The enrollment estimate represents the number of students expected to attend public and private schools on September 30 of each of the 5 years studied. Data is arranged in tabular form and includes actual enrollment figures for the years 1977-1986. Actual enrollment and estimated enrollment are presented in tables for: (1) the entire province of Manitoba; (2) public schools only; (3) divisions; (4) remote districts; (5) special revenue districts; (6) special schools; (7) private schools; and (8) schools that have been closed. (ALL)

ED 306 052 RC 017 041
1988 Population Trends for Washington State.
Washington State Office of Financial Management, Olympia.
Pub Date—[88]
Note—80p.; For 1987 report, see ED 300 179.
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Birth Rate, *Census Figures, Community Size, *Demography, Divorce, *Geographic Distribution, Housing, Marriage, Migration, *Migration Patterns, Population Growth, *Population Trends, *Statistical Distributions
Identifiers—*Washington
This statistical profile provides current demographic data for Washington State and its counties, incorporated cities and towns. Seventeen tables show population by age and sex; population for counties, incorporated cities and towns, and the state; components of population change; a rank order of total persons in incorporated cities and towns; total persons in incorporated cities and towns by alphabetical order; housing units by structure type; annexations, incorporations, and municipal boundary changes; change in population, housing units, and land area; growth of households; adjusted estimates of the population 65 years and older; population estimates by Bureau of Census racial categories and for Spanish origin; institutional residents; armed forces personnel; components of change for the state; general fertility rate; marriages and divorces; and state and county population estimates and forecasts. The state population has increased from 4,132,156 in 1980 to 4,565,000 in 1988. Sixty-six percent of the growth since 1980 resulted from natural increase, or more births than deaths. About 33% of the increase in state residents, 144,000 persons, can be attributed to net migration. The total incorporated area has increased by 118 square miles in the past 8 years bringing the current incorporated land area to more than 1,115 square miles. The number of Washington households in 1988 (1,787,836) reflects a growth rate of 2.0% as compared to the population growth rate of 1.3% since 1980. Migration plays a major role in state growth as does the increase in nonmanufacturing jobs. Employment growth in the state is expected to be slower but more stable. (ALL)

ED 306 053 RC 017 043
Alexander, Betty
Historical Survey of School Enrollment within Boundaries of the Albuquerque Public School District: Public, Private, Parochial. 1977-78 to 1986-87.
Albuquerque Public Schools, NM. Planning, Research and Accountability.
Pub Date—Apr 87
Note—76p.
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Elementary Secondary Education, *Enrollment Projections, *Enrollment Trends, Parochial Schools, Private Schools, Public Schools, *School Demography, School Districts, School District Size, Surveys
Identifiers—*Albuquerque Public Schools NM
An enrollment survey was conducted for the 10-year period of 1977-78 to 1986-87 in an effort to determine how many children were attending school within the Albuquerque Public School (APS) district boundaries in public, private, and parochial schools. The survey was conducted annually following the 20th day of each school year. The total school population of all public, private, and parochial schools located within the district ranged from 90,755 students in 1977-78 to 83,260 students in 1982-83. Since 1982-83, the total school population has demonstrated a steady increase. Public school enrollment peaked in 1977-78 with 92.5% of the total student population and declined to a low of 89.7% in 1983-84. Since then, public school enrollment has steadily increased, reaching 90% of the total student population in 1986-87. Private/parochial enrollment has demonstrated a slow, steady increase from a low of 7.6% of the total student population in 1977-78 to a high of 10.3% in 1984-85. The number of students in the private parochial sector has increased while the percentage of the total student population has dwindled. Cumulative data show that in the past 10 years the APS enrollment dropped by 3,943 students. Whereas the high school and middle school enrollment declined, the elementary enrollment increased by 3,768 students bringing APS to within 175 of the total population loss. This document contains tables that list all the 10-year information for public, private, and parochial schools, as well as for home schools. (ALL)

ED 306 054 RC 017 044
Compensatory Education [in Texas, 1986-87]. Program Evaluation Report.
Texas Education Agency, Austin.
Report No.—TEA-RE9-726-01
Pub Date—Sep 88
Note—160p.
Available from—Publications Distribution Office, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494 ($3.50).
Pub Type— Reports - Evaluative (142) — Tests/Questionnaires (160)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Achievement Gains, *Compensatory Education, *Educational Assessment, *Educational Strategies, Elementary Secondary Education, Program Evaluation, Questionnaires, State Surveys, *Student Characteristics, Student Improvement
Identifiers—*Texas
Phase II of a three-phase study developed a statewide overview of compensatory education in Texas and examined instructional practices and other variables related to a broad definition of student success. Questionnaires (developed in Phase I) received from 3,235 campuses (a 55% return) collected descriptive information on compensatory programs and performance data on selected students. Major findings were: (1) various estimates of total students served ranged from 650,000 to over 1 million; (2) eligibility for free/reduced price lunch is only marginally related to inclusion in a compensatory program and is not related to success; (3) exit rates are almost constant at 30% per year, but with no concomitant decline in number of students served, suggesting that selection measures and exit standards need reconsideration; (4) the overall impact of compensatory programs as measured by changes in test score distributions is positive but quite small; (5) compensatory students are retained at a higher rate than other students, suggesting that retention is being substituted for service; (6) on-level instruction is critical for success regardless of students' initial performance levels; (7) of all teacher variables examined, only frequent coordination between regular and compensatory teacher is positively related to success; and (8) parental involvement is positively related to success. This report contains 18 references, 65 data tables, the data collection instruments, and a glossary. (SV)

ED 306 055 RC 017 045
Kleinfeld, Judith Noordhoff, Karen
Teachers for Rural Alaska (TRA) Program. Part A: Project Portrayal. Part B: Program Assessment Report. Part C: Practice Profile. Final Report.
Alaska Univ., Fairbanks. Center for Cross-Cultural Studies.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—22 Jul 88
Note—84p.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142) — Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Cross Cultural Training, Cultural Awareness, Higher Education, *Preservice Teacher Education, Program Content, Rural Schools, *Secondary School Teachers, Small Schools, *Teacher Education Programs, Teaching Skills
Identifiers—Alaska, Cross Cultural Teaching, *Reflective Inquiry, *Teachers for Rural Alaska
Teachers for Rural Alaska is a fifth year program leading to secondary teacher certification and focusing on preparation for teaching in small village high schools with predominantly Native populations. Emphasizing a reflective inquiry orientation, the program aims to develop teachers who (1) can identify crucial problems and dilemmas in rural, cross-cultural teaching situations; (2) have a wide repertoire of teaching strategies; (3) use the research base to develop strategies; (4) can tailor instruction to culturally different students; and (5) habitually reflect upon and learn from their own practices. The program features use of master teachers to provide a classroom-based perspective, reflective seminars linked to an apprenticeship, coursework focused on concrete teaching problems, use of lengthy "teaching cases" to develop reflective inquiry skills, assessment of prospective teachers through videotaped teaching samples, and distance-delivered coursework during student teaching in rural villages. The 27 teacher education students participating in the program's first and second years showed dramatic changes in their development as teachers, reflecting program goals. The three-part report contains 10 references, 6 tables of program evaluation results, the coding system for analysis of teaching videotapes, and a checklist for monitoring 14 program components. (SV)

ED 306 056 RC 017 046
England, Rhonda George
Bringing Modern Notions of Childhood and Motherhood to Preindustrial Appalachia: Katherine Pettit and May Stone, 1899-1901.
Pub Date—Mar 89
Note—12p.; Paper presented at the Appalachian Studies Conference (Morgantown, WV, March 17-19, 1989).
Pub Type— Reports - Research (143) — Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Child Development, Family Life Education, Imagination, Kindergarten, Play, *Pretend Play, Primary Education, Rural Areas, Rural Education, *Social Change, *Social Support Groups, Social Values, *Womens Studies
Identifiers—*Appalachian People, Hindman Settlement School KY, *Kentucky, Pettit (Katherine), Stone (May)
In 1899, Katherine Pettit and May Stone established the first social settlement in the Kentucky mountains. In Chautauqua-like fashion, the women pitched tents in and around the vicinity of Knott County, Kentucky for three consecutive summers. The primary purposes of the social settlement were social justice and community uplift. While the women found many of the older, more traditional aspects of Appalachian culture preferable to the changing values in the more industrialized areas, they also found many elements in the culture that were backward, especially as they affected health and education. In order to help the mountaineers become self-sufficient, the women believed they should teach the people to make the best use of what they had. The influence of Pettit's and Stone's efforts was far-reaching and inadvertently brought about (according to Whisnant, 1983) cultural losses; however, the modern notions of childhood and the woman's role that Pettit and Stone brought to Appalachia also resulted in important cultural gain. The primary issues concerning Pettit and Stone were the lack of good educational facilities, the mountaineers' attitude that schooling was irrelevant, and the lack of opportunity for mental and spiritual development of the children. Kindergarten classes established at the settlement school not only helped the children, but also helped their mothers by allowing them time to attend classes on home improvement and the supplementation of available domestic resources. (ALL)

ED 306 057 RC 017 047
Mattai, P. Rudy
Geographical Immobility among African-Americans in the Rural South.
Pub Date—Feb 89
Note—25p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Savannah, GA, February 22-25, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Black Attitudes, Black Education, *Black Employment, Blacks, Mail Surveys, *Mi-

gration, *Occupational Aspiration, *Occupational Mobility, Rural Areas, Rural Population, Rural to Urban Migration
Identifiers—Tennessee, *United States (South)
An important consideration in relating educational attainment to occupational achievement and income returns is geographical immobility. It is necessary to try to understand why African-Americans originally from the rural South exhibit a disposition toward geographical immobility even when aware of the economic gains and residential satisfaction that may accompany geographical mobility. One contention of a study conducted in selected rural counties of west Tennessee is that geographical immobility among African-Americans living in the rural South is indicative of passivity. The 237 subjects surveyed in this study were African-Americans having some years of post-secondary education but not having participated in any form of geographical mobility outside of the rural South. A questionnaire was designed to elicit respondents' positions on two main issues: (1) if they would consider geographical mobility if it meant advancement in their career plans (GEOGM); and (2) how they assessed the correlation of their present occupational positions and the plans they had for themselves personally (WORLIFE). Additional questions were asked to give support to the GEOGM and WORLIFE variables. The results of the study indicate that those respondents who express some dissatisfaction with their present occupational position, but who still hesitate to consider geographical mobility, have resided in the same location for a longer period of time, are not particularly involved in community activities, and do not believe their communities offer them prospects of advancement. This paper contains 49 references. (Author/ALL)

ED 306 058 RC 017 048
Curriculum Contacts in Alaska, 1988. A Directory of Professional Associations and Curriculum Representatives.
Alaska State Dept. of Education, Juneau.
Pub Date—[88]
Note—29p.
Pub Type— Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Educational Resources, *Human Resources, Organizations (Groups), *Professional Associations
Identifiers—*Alaska
This directory of professional associations in Alaska lists information concerning the purpose, contact person, number of members, requirements for membership, fees, publications, awards, national affiliations, officers, and a state department liaison person for each association. Divided into two sections, the first deals with 13 associations constituting the State Curriculum Cabinet; the second part lists 25 affiliate organizations. (ALL)

ED 306 059 RC 017 053
Summers, Gene F. And Others
Community Economic Vitality: Major Trends and Selected Issues.
North Central Regional Center for Rural Development, Ames, Iowa.
Report No.—ISBN-0-936913-01-0
Pub Date—88
Note—95p.
Pub Type— Books (010) — Information Analyses (070) — Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Community Development, *Economic Development, Economic Factors, Economic Research, *Employment Patterns, Industrialization, Rural Areas, *Rural Development, *Rural Economics
Identifiers—*Economic Revitalization
Intended for rural development practitioners and extension educators, this publication examines trends and issues in the revitalization of rural America. Chapter 1 defines community economic vitality as the capacity to ensure a flow of jobs and income over time; focuses attention on the realities of competition between communities and the essential role of state government; and argues that vitality requires equal attention to supply, demand, and institutional factors. Chapters 2-5: (1) describe the links between agriculture and other rural economic areas; (2) assess the outcomes of 25 years of rural industrialization; (3) discuss the effects of global economic restructuring on rural industrialization; and (4) document the recent growth of service industries in rural areas. Chapters 6-10: (1) question the utility of right-to-work legislation as a strategy of rural job creation; (2) support the argument that passive income (cash transfers and investment earnings) is an efficient instrument for economic development; (3) relate transfer payments to rising local wages in the 1960's but not the 1970's; (4) associate regional convergence of educational levels with convergence of southern and nonsouthern poverty rates; and (5) outline the distribution within the rural community of income gains in the 1960's and 1970's. Authors include: Gene F. Summers, Leonard E. Bloomquist, Thomas A. Hirschl, Ron E. Shaffer, Francine Horton, Glen C. Pulver, Priscilla Salant, and William Saupe. This document contains 82 references and 12 figures and tables. (SV)

ED 306 060 RC 017 054
Hackett, Judith C., Ed. McLemore, Lisa Ann, Ed.
States' Agenda for Rural Economic Development. Proceedings of the National Conference on States' Rural Economic Development (1st, Lexington, Kentucky, October 5-7, 1987).
Council of State Governments, Lexington, Ky.
Spons Agency—Economic Development Administration (DOC), Washington, D.C.; Extension Service (DOA), Washington, D.C.
Report No.—ISBN-0-87292-070-4
Pub Date—88
Note—78p.
Available from—The Council of State Governments, Iron Works Pike, P.O. Box 11910, Lexington, KY 40578 ($20.00; 30% discount for 5 or more).
Pub Type— Collected Works - Proceedings (021) — Information Analyses (070)
Document Not Available from EDRS.
Descriptors—*Change Strategies, Economic Change, *Economic Development, *Government Role, *Job Development, Labor Force Development, Rural Areas, *Rural Development, Rural Economics, *Rural Education, State Action, Technological Advancement
The conference reported in this proceedings brought together states' rural development policymakers in an effort to identify the programs and research needed to establish successful state policies. Topics of papers presented at the conference and included in the proceedings covered: (1) telecommunications and computer technology as sources of rural jobs; (2) helping the American farmer make the transition to a more specialized farm economy; (3) the complexity of the rural economic scene and the need for comprehensive development policy; (4) the capability of state government to foster rural economic growth, especially through investment in human capital; (5) the goals of rural vocational education; (6) widely held beliefs versus research findings on the strengths and weaknesses of small rural schools; (7) information technologies as a source of rural development; (8) the commercialization of biotechnology and implications for farmers; (9) the role of the federal government in rural development; and (10) rural development initiatives of the U.S. Department of Agriculture. Following comments and discussion, participants passed resolutions establishing a rural development research agenda. Agenda items involved state and local strategies for rural economic development, state leadership for rural job creation, education for the new rural jobs arena, and rural infrastructure needs in the information era. Appendices list participants and describe the 1987 National Agriculture and Rural Development Leadership Awards. Most papers contain references, tables, and figures. (SV)

ED 306 061 RC 017 055
Murphy, James E. Murphy, Sharon M.
Let My People Know: American Indian Journalism, 1828-1978. First Edition.
Report No.—ISBN-0-8061-1623-4
Pub Date—81
Note—251p.; Published with the aid of a grant from the George Lynn Cross Publication Fund.
Available from—University of Oklahoma Press, 1005 Asp Avenue, Norman, OK 73019 ($19.95).
Pub Type— Books (010) — Reports - Research (143) — Information Analyses (070)
Document Not Available from EDRS.
Descriptors—American Indian Culture, American Indian Education, *American Indian History, *American Indian Literature, American Indians, American Indian Studies, Culture Conflict, Journalism Education, *Journalism History, *Mass Media Role, News Media, *Social Bias
This book offers an account of 150 years of the American Indian press and includes an overview of the contemporary Indian media. Its goal is to provide a wider perspective than was hitherto available from which to judge the nation's press as a whole. The picture of the establishment press that emerges is not an altogether pleasant one. Historical study indicates that, when Indian news was presented at all, it often contained wholesale misinformation about American Indians. Chapter 1 deals with white editors and their role in the denigration of Indian cultures and despoliation of Indian homelands. Chapters 2 to 4 focus on the development of Indian journalism beginning in 1828 and continuing through periods of relative strength and bare survival–to the present day. Chapters 5 to 9 look at the American Indian press of the 1970's, when it emerged as stronger and more active than at any other period. By the late 1970's, communications activity was beginning to spill over from print into electronic media. Radio and telecommunications form the material in Chapter 10. Chapter 11 surveys the consolidation of effort in Indian country during the 1970's, in the form of media associations that were starting to give Indians a stronger, more unified voice. Appendix A offers "Indian Press Freedom Guarantees from the United States Commission on Civil Rights," from the American Indian Civil Rights Handbook issued by the U.S. Commission on Civil Rights. Appendix B is an 1826 address to Whites by Elias Boudinot, a Cherokee Indian, and Appendix C offers a directory of contemporary American Indian print and broadcast media. (TES)

ED 306 062 RC 017 056
Dewalt, Mark W.
One-Room Schools in the United States.
Pub Date—24 Feb 89
Note—17p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Savannah, GA, February 24, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Amish, *Educational Trends, Elementary Secondary Education, *One Teacher Schools, *Private Schools, Public Schools, School Size, School Statistics, Small Schools, *Statistical Analysis
Identifiers—*Amish (Old Order), *Mennonites
This study was designed to correct misperceptions many Americans have concerning one-room schools and Old Order Mennonite and Amish education in the United States. It was also intended to quantify the number of U.S. public and private one-room schools. The paper briefly reviews the history of Amish and Old Order Mennonite schools. Recent research has centered on the decline of public one-teacher schools in the United States but has ignored the growth of private one-room schools. In 1988 Amish and Old Order Mennonite schools comprised 41% of the one-room schools in the country and were increasing at the rate of about 15 new schools per year. Information in the study was gathered through literature review and surveys of state departments of education conducted in July and August of 1987. The study found that, as of 1987, there were 674 public and 605 private one-room schools in the United States. Eighty percent of the public one-room schools are located west of the Mississippi River. Data from the study indicate that one-room schools will be around for the foreseeable future, although the rate of reduction in the number of public one-room schools has declined since the 1950's. Tables show the following statistics: the number of one-room schools by state in 1950, 1985, 1986, and 1987; the number of public and private one-room schools by state in 1987; and the total number of one-room schools in 10 different years from 1930 to 1987. (TES)

ED 306 063 RC 017 058
Adams, James C. And Others
Satellite Receiving Station Handbook for Rural School Districts.
Chetek School District, WI.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—[87]
Grant—ERI-G-86-0015
Note—100p.
Available from—Satellite Handbook, Chetek School District, 1001 Knapp Street, Chetek, WI 54728 ($2.00).
Pub Type— Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Access to Education, Broadcast Reception Equipment, Communications, *Communications Satellites, *Distance Education, Electronic Equipment, Elementary Secondary Education, Excellence in Education, Information Networks, *Information Technology, Public Schools, Rural Schools, School Districts, *Telecourses, Television, Video Equipment, Videotape Recordings
This handbook gives the historical background of a 2-year project conducted in a rural Wisconsin school district, outlining the planning and actual construction of a high school satellite receiving station. It is written to aid rural school districts in purchasing, installing, and using a satellite receiving station to improve the quality of education. Requirements for a satellite receiving system are given as well as information about locating a proper site, purchasing, installing, and using a system in the educational environment. Also included are sample lesson plans using satellite television programming materials available in the content areas of science, current events, foreign language, civics, and communications. Sections in this handbook include: "Getting to know the system"; "Where are the birds?" (satellite location); "Do you have a good site?"; "Basic system requirements"; "Purchasing a satellite receiving system"; "Installing the system"; "Putting the system to use"; "Sample lesson plans and observations"; and "From the desk of the instructional media specialist." Four appendices include: products mentioned in this handbook, final report, news release, and preliminary information on a satellite receiving station. (ALL)

ED 306 064 RC 017 059
Safety Management at the National Outdoor Leadership School, July 1988.
National Outdoor Leadership School, Lander, WY.
Pub Date—Jul 88
Note—11p.; Paper presented at the Annual Conference of the Association for Experiential Education (16th, Carbondale, IL, October 13-16, 1988).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Accident Prevention, Adventure Education, Conservation Education, Environmental Education, Experiential Learning, *Leadership Training, *Outdoor Education, Program Descriptions, Safety, *Safety Education, Safety Equipment
Identifiers—*National Outdoor Leadership School
The National Outdoor Leadership School (NOLS) is an internationally recognized outdoor school with five branch schools located in Wyoming, Alaska, Kenya, Mexico, and Washington. The philosophy of NOLS is to develop judgment and leadership skills in its students. Three priorities guide this school: (1) safety and care of the individual; (2) safety and care of the environment; and (3) safety and care of equipment. The school's program is designed to educate students in all aspects of wilderness living, with attention to safety, and to give students experiences by which they can evaluate and address hazards in the outdoors. Safety at the NOLS is based on education, experience, the judgment. This paper describes the various facets of the program that insure the safety of the individual, including safety management levels, course descriptions, training programs/seminars, first aid training, course paperwork, admissions, and student responsibilities. (ALL)

ED 306 065 RC 017 061
Thomas, Margaret G.
A Rural Economic Development Source Book: Selected Training and Technical Assistance Materials.
Midwest Research Inst., Kansas City, Mo.
Spons Agency—Economic Development Administration (DOC), Washington, D.C.
Pub Date—Dec 86
Note—132p.
Available from—Midwest Research Institute, 425 Volker Boulevard, Kansas City, MO 64110 ($15.00).
Pub Type— Reference Materials - Bibliographies (131) — Guides - General (050)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Change Strategies, Community Development, Community Planning, *Developmental Programs, Economic Change, *Economic Development, *Economic Opportunities, Economic Progress, Resource Materials, Rural Areas, *Rural Development, *Rural Economics, Social Change
This sourcebook offers training and technical assistance materials for use in planning rural economic development strategies. It is intended that this book be used by public officials, community leaders, and rural development practitioners who are concerned with strengthening the economics of small towns and rural areas throughout the United States. The material was gathered via letters, telephone interviews, and database searches by professionals in universities, national associations research centers, extension offices, consulting firms, and state governments. More than 500 items are cataloged, including manuals, reports, articles, pamphlets, periodicals, directories, bibliographies, monographs, slides, and descriptions of audiovisual materials. The materials generally have a strong "how to" component and are placed into one of three categories: organizing and planning for economic development; alternative economic development strategies; and economic development tools and techniques. Each of the chapters devoted to the three categories includes a summary of the findings and materials presented. Under the three broad categories, the source book is organized into smaller sections covering such topics as: the role and organization of a local development organization; recruitment of business and industry; small businesses; financial management (for local governments); and downtown revitalization and historic preservation. Sources are given for all materials and 1986 costs are given for many. The sourcebook includes a list of periodicals. All materials are indexed by title and author, and all are cross-referenced by subject term. (TES)

ED 306 066 RC 017 065
Goodin, Tracy Ann
The Political Adaptation of Hispanic Immigrants to the United States. Policy Discussion Paper.
Urban Inst., Washington, D.C.
Spons Agency—Ahmanson Foundation, Beverly Hills, CA.; Atlantic Richfield Foundation, Los Angeles, CA.; Times Mirror Foundation, Los Angeles, CA.; Weingart Foundation, Los Angeles, CA.
Report No.—PDS-88-4
Pub Date—Sep 88
Note—43p.; Paper prepared as part of the Study of the Impacts of Immigration in California project.
Available from—Urban Institute, P.O. Box 7273, Dept. C, Washington DC 20044 ($6.00).
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Hispanic Americans, Immigrants, Mexican Americans, *Political Attitudes, Political Power, *Political Socialization, Population Growth, *Social Integration, Statistical Analysis, *Trend Analysis
Identifiers—Political Implications
The large and growing Hispanic population in the United States is rapidly changing the ethnic composition of the country. In 1982 there were close to 16 million Hispanics in the United States and, according to U.S. census projections, 16 million more Hispanics are expected to join the U.S. population by 2010, raising the total Hispanic population to 31 million. In addition, legalization provisions contained in the Immigration Reform and Control Act of 1986 could eventually grant amnesty to close to two million undocumented immigrants, more than 70% of whom are of Mexican origin. In light of their growing presence, Hispanics have the potential to become a politically powerful and influential force in American politics. This paper focuses on the process of political adaptation by the U.S. Hispanic population. The paper assumes that it is possible to construct objective indicators to measure the degree of political integration. Much of the available evidence suggests that Hispanics have not been successful in mobilizing a substantial proportion of their population into political activity. For example, data from the 1980 census reveal that the failure to naturalize is most pronounced among Hispanic immigrants. Furthermore, Mexican-Americans are found to register and vote less than Blacks or Whites even after controlling for citizenship and age. The future potential of Hispanics in the American political arena, however, is more difficult to estimate. It is important to know the degree of political activity among Hispanics and which factors have facilitated or retarded this progress. Additional research could uncover such factors. (TES)

ED 306 067 RC 017 072
Thompson, David C. And Others
Achievement of Equity in Capital Outlay Funding for Kansas Schools: A Policy Critique; and Volume 2, Technical Report.
Pub Date—[88]
Note—202p.; Research was conducted for presentation to the Kansas Association of School Boards, and was partially supported by the ERIC Clearinghouse on Rural Education and Small Schools.
Pub Type— Reports - Research (143) — Information Analyses (070) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Capital Outlay (for Fixed Assets), Court Litigation, *Educational Facilities Improvement, *Educational Finance, Elementary Secondary Education, *Financial Needs, Financial Policy, *Financial Problems, Financial Support, Government Role, Legal Responsibility, School Construction, School District Spending, School Maintenance, *School Taxes, *State Action, Tax Allocation
Identifiers—*Kansas
This report on Kansas schools identifies educational facilities funding as being a difficult issue for public school districts for many years. Recent problems have surfaced as communities seek to construct and maintain buildings in an era of escalating needs. Those needs have frequently been related to expanding curricular innovations, new mandates, and the passage of time, which has taken its toll on buildings. The combination of events has produced a sizeable problem deserving great attention. The increased demand for resources to address increasing facility needs usually has been placed squarely on the local property tax. As school taxes have increased for instructional and other educational needs, there has often been little opportunity to devote scarce resources to facility needs. In consequence, a deficit has developed, in which facilities have received lower emphasis, while instructional priorities logically demanded the bulk of limited finances. In Volume 1 of this document, a case is made for increased attention to facilities and it is suggested that courts have shown preliminary interest in such facility concerns. It is further argued that state finance reform is an important issue and that school leaders and policymakers should increase efforts to find new and innovative solutions. Volume 2 contains technical appendices that present the statistical evidence on which the conclusions reached in the first volume are drawn. The data were gathered primarily for Kansas school districts that wish to compare their relative positions to other districts in the state. (TES)

ED 306 068 RC 017 086
Foote, Victoria M. And Others
The KEY Program: A University/School Partnership.
Pub Date—Aug 88
Note—7p.; In: Changing Roles in Education and Training. Proceedings of the Conference on Teaching at a Distance (4th, Madison, Wisconsin, August 2-4, 1988). University of Wisconsin-Madison, 1988, p125-129).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Advanced Courses, Audiovisual Instruction, *College School Cooperation, *Computer Networks, Cooperative Programs, *Distance Education, Educational Technology, Experimental Teaching, High Schools, *Institutional Cooperation, Instructional Innovation, Online Systems, *Program Development, Shared Resources and Services, Teleconferencing, *Telecourses
Identifiers—Rochester Institute of Technology NY
This paper describes the KEY Program as a successful cooperative effort of the Rochester (New York) Institute of Technology (RIT) and the Livingston-Steuben-Wyoming Board of Cooperative Educational Services (LSW-BOCES). The KEY Program's primary mission is to expand course offerings to high school students in the Rochester area through distance delivery systems. LSW-BOCES worked with RIT and several high schools to coordinate the distance learning programs. The first courses offered through the KEY Program were taught at the first-year college level using videotapes, live two-way audioconferences, computer conferencing, electronic mail, study guides, texts,

and other instructional materials. The program offered a pilot social studies course and later expanded to offer other courses in English and mathematics. Student and teacher responses to the pilot course were favorable. The students found videotapes to be the least helpful part of the course, but teachers felt the videotapes provided an important addition to the students' learning. Beginning in fall 1988, PC-based telewriter systems are to be made available to enhance the faculty lectures. A close working relationship among schools, RIT, and LSW-BOCES was found to be essential to the KEY Program's success. (TES)

ED 306 069 RC 017 097
Reiman, Robert E. Lovingood, Paul E., Jr.
The Nature and Role of Urban Places in the Southern Highlands.
Pub Date—19 Mar 89
Note—34p.; Paper presented at the Appalachian Studies Conference (Morgantown, WV, March 17-19, 1989).
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Business, College Graduates, Colleges, *Employment Opportunities, *Geographic Distribution, *Health Services, Hospitals, Income, Municipalities, *Population Distribution, *Rural Urban Differences, Urbanization
Identifiers—*Appalachia, Appalachian Studies, *United States (Southern Highlands)
The major towns and cities of the Southern Highlands are sometimes not categorized as "Appalachian," yet they have considerable impact on the character of the region. This study examines the distribution of selected human activities and quality of life variables in 156 counties in West Virginia, Virginia, Kentucky, Tennessee, North Carolina, South Carolina, and Georgia. In 1980, 17 of these counties had urban population proportions over 50%, 19 had urban proportions of 25-50%, and 57 were totally rural. High concentrations of urban population were generally found in the Piedmont, the Great Valley of Tennessee and Virginia, the Kanawha and Ohio River Valleys, and the Asheville basin. Major urban areas exhibited the highest housing values and per capita income, and highest numbers of colleges, college graduates, hospitals and medical services, employment opportunities, and other services. Part of the magnitude of these urban differences can be explained simply by population size differences. However, many rural-urban differences are much stronger than expected, mainly because each urban node has its own hinterland of rural areas that it serves. It would be expected that new urban nodes would form with the advent of new and better highways, but this has not been the case. Rather, rural dwellers with greater mobility have increased their interaction with the larger urban service centers. Perhaps the Southern Highlands is becoming a "rurban" region, an area that appears to be rural but depends heavily on its urban infrastructure. Twenty maps illustrate statistical data. (SV)

ED 306 070 RC 017 102
Belgarde, Mary Jiron LaFromboise, Teresa
Zuni Adolescent Suicide.
Pub Date—Apr 88
Note—17p.; Paper presented at the Annual Meeting of the American Education Research Association (New Orleans, LA, April, 1988).
Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, American Indian Culture, *American Indian Education, Cooperative Programs, Depression (Psychology), Elementary Secondary Education, Higher Education, Reservation American Indians, *Social Development, Suicide, *Youth Programs
Identifiers—Stanford University CA, *Suicide Prevention, *Zuni (Pueblo)
This paper provides information regarding a joint curriculum project between Stanford University and the Pueblo of Zuni in New Mexico. The project is an outgrowth of the Stanford/Zuni Committee, a unique collaborative effort that is guarded by sensitivity to previous Indian research experiences and a commitment to useful consultation with the tribe. This report presents the epidemiology of Zuni suicide and notes that the suicide rate of Indian youth is three times that of white youth. Treatment programs used in other reservation communities are briefly reviewed. The document describes the Stanford prevention strategy, which uses a social skills training model. The project operates under the belief that favorable outcomes could result from the use of an intervention that focuses primarily on developing in students the independent use of target skills outside the school context. Although the project is not complete, it is hoped that Zuni students will be able to regulate their own behavior better as they acquire the transactional skills of coping. The project's curriculum and proposed implementation plan are described in detail. (TES)

ED 306 071 RC 017 103
Coburn, Joseph Nelson, Steven
Teachers Do Make a Difference: What Indian Graduates Say about Their School Experience.
Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1 Jan 89
Contract—400-86-0006
Note—12p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*American Indian Education, American Indians, Graduate Surveys, *High School Graduates, High Schools, School Effectiveness, *Student Evaluation of Teacher Performance, *Student Motivation, Success, *Summative Evaluation, *Teacher Effectiveness, Teacher Student Relationship
Identifiers—Native Americans, Pacific Northwest
This document describes responses by Native American high school graduates in the Pacific Northwest who were surveyed about their high school experiences. Rather than belabor the issues of at-risk youth, dropout rates, and the failure of schools to adequately address Indian students' needs, this study looks at how schools have helped Indian students to succeed. The study focuses on the positive, with the assumption that schools can and do make a difference. Most of the respondents said they "liked school a lot" and were involved in one or more extracurricular activities, sports being the most popular. Students reported that teachers were the strongest influences in their school experiences. Students were asked to name the most helpful characteristics of teachers. The three highest-ranked responses were "complimented me when I did well," "respected me," and "caring." Graduates were surveyed on the most important things that motivated them toward completing high school. The students' responses to this question were organized into three categories: people, events, and values. The document lists responses under each category. Graduates were asked what advice they would give teachers to encourage Indian students to complete high school. By far the most common advice graduates offered was for teachers to provide encouragement to their Indian students. Other suggestions cited patience, open-mindedness, and academic challenge. (TES)

ED 306 072 RC 017 230
Howley, Craig And Others
ERIC for Teachers in Training: An Instructional Package for Professors.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Apr 89
Contract—RI-88-062016
Note—62p.
Available from—ERIC/CRESS, Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 ($10.00).
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Databases, *Educational Resources, Elementary Secondary Education, Higher Education, *Information Retrieval, Information Seeking, Information Services, Information Systems, Information Technology, Research Tools, *Teacher Education, *Teacher Education Curriculum
Identifiers—*ERIC
The purpose of this learning packet is to help teacher educators introduce their students to the Educational Resources Information Center (ERIC) system. The packet was prepared with students' papers and projects in mind and is divided into three sections: (1) "ERIC Handbook for Professors of Education: Instructional Materials for Use with Students," which includes a complete lesson plan (goals and objectives, a lecture outline, equipment and materials needed, and suggestions for guiding students' writing; (2) instructional aids (transparency masters and a quiz to help instructors assess students' learning); and (3) masters for making multiple copies of a handbook for students ("ERIC Handbook for Teachers in Training"). Instructors are encouraged to copy the material, which teaches students how to do manual and computer searches for documents available in the ERIC database. (TES/CH)

SE

ED 306 073 SE 050 416
Tufts, Craig
The Backyard Naturalist.
National Wildlife Federation, Washington, D. C.
Report No.—ISBN-0-912186-93-3
Pub Date—88
Note—75p.; Drawings may not reproduce well.
Available from—National Wildlife Federation, 1400 16th Street, NW, Washington, DC 20036 ($6.95, Item No. 19737).
Pub Type— Books (010)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Animals, Biological Sciences, *Botany, Conservation (Environment), *Ecology, *Environmental Education, Physical Environment, *Wildlife, *Zoology
Many wildlife enthusiasts are aware of the need for planting certain flowers, shrubs, and trees to attract animals. Some arrange their yards to provide for food, water, cover, and areas for animals to bear and raise their young. These include city dwellers who create mini-refuges in tiny urban plots and suburbanites who design elaborate landscapes. This book is made up of selections from the nationally distributed column "The Backyard Naturalist." There are six chapters: (1) "Making a Place for Wildlife," which is a call for less lawn to provide for more interesting gardening and recreational opportunity space for family; (2) "Feeding Birds," which outlines preparation needs, types of bird food, and the kinds of birds attracted by certain foods; (3) "Who's Who among Backyard Birds," which names and describes some birds and their characteristics; (4) "Making Other Visitors Welcome," which includes butterflies, isopods, and owls; (5) "It's a Jungle Out There," in which good bugs and bad bugs, problem animals and pests, and dealing with trash are the main thrust; and (6) "Wooing Wildlife with Water, Flowers, and Shelter," in which the basic needs are emphasized. Illustrations and an index are provided. (RT)

ED 306 074 SE 050 429
Terner, Janet, Comp. And Others
Biographical Sources in the Sciences. LC Science Tracer Bullet.
Library of Congress, Washington, D.C. National Referral Center for Science and Technology.
Report No.—LC-TB-88-3
Pub Date—Dec 88
Note—39p.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Biographies, Biological Sciences, Citations (References), Educational Resources, *Indexes, *Information Sources, Physical Sciences, *Reference Materials, Science History, *Scientists
This guide offers a systematic approach to the wide variety of published biographical information on men and women of science. Historical and contemporary scientists are covered, with emphasis on American scientists. Sources were selected on the basis of general availability through major public and institutional library systems. This publication is organized under the following headings: (1) general works which are divided into comprehensive and limited entries; (2) bibliographies and indexes; (3) selected national resources from the United States and other countries; (4) subject sources which are arranged alphabetically by broad discipline from aeronautics and astronautics to technology; and (5) pertinent abstracting and indexing services that index relevant journal articles and other literature.

The booklet provides introductory material sources pertaining to scientific and technical information, a bibliography of the history of technology, and an introduction to the literature of science and technology. Additionally, subject headings used by the Library of Congress, under which biographical materials can be located in most card, book, and online catalogs, are cited. (RT)

ED 306 075 SE 050 430
Buydos, John F., Comp.
Soil Erosion. LC Science Tracer Bullet.
Library of Congress, Washington, D.C. National Referral Center for Science and Technology.
Report No.—LC-TB-88-5
Pub Date—Nov 88
Note—11p.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Agriculture, Citations (References), Earth Science, Educational Resources, *Indexes, Information Sources, Physical Sciences, *Reference Materials, Soil Conservation, *Soil Science
Soil erosion is the detachment and movement of topsoil or soil material from the upper part of the soil profile. It may occur in the form of rill, gully, sheet, or wind erosion. Agents of erosion may be water, wind, glacial ice, agricultural implements, machinery, and animals. Soil conservation measures require a thorough understanding of the mechanics of erosion processes. Runoff, slope, rain, wind, plant care, and the presence or absence of conservation measures are some of the factors which influence the rate of erosion. Erosion results in a deterioration in the quality of cropping and grazing land in addition to reduced productivity and increased expenditure for fertilizers. It is essential to control erosion in order to maintain productivity of the soil, to reduce sedimentation in streams and lakes, and to prevent further damage to the land by gullies and ditches. Some common methods of checking erosion are control of overgrazing, construction of barriers, contour trenching, and afforestation. This guide offers a selected bibliography of the literature in the Library of Congress on soil erosion. Organization of listings include: basic texts, handbooks, bibliographies, government publications, conference proceedings, reviews, abstracting and indexing services, technical reports, and other selected materials. (RT)

ED 306 076 SE 050 436
Schoon, Kenneth J.
Misconceptions in the Earth Sciences: A Cross-Age Study.
Pub Date—Mar 89
Note—25p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Age Differences, Cognitive Mapping, *Concept Formation, *Earth Science, Elementary Secondary Education, Higher Education, Instructional Improvement, Learning Processes, *Misconceptions, *Science Instruction, *Scientific Concepts, Secondary School Science, Teacher Effectiveness
Misconceptions interfere with the formation of new insights and provide a faulty foundation. This causes difficulty in the learning of new materials. Therefore, effective teachers strive to know which misconceptions students have, and then develop a plan by which these suspected misconceptions can be corrected or averted. This paper reports on an investigation which was designed to determine the misconceptions in the earth and space sciences that appear to be prevalent, and to discover if certain individual characteristics are related to the misconceptions held. A questionnaire of 18 multiple choice items was administered to 1,213 students (5th, 8th, and 11th graders, and adults in college and trade school). Results indicated that the participants held many misconceptions in the earth sciences. Some subgroups appeared to have more misconceptions than others. Common misconceptions revealed by this survey were grouped into three types: (1) primary, which were misconceptions chosen more often than the scientifically acceptable conception; (2) secondary, in which the scientifically acceptable response was more frequently chosen, yet a particular distracter was still chosen twice as often as the least chosen distracter; and (3) functional, which was the least chosen response for that question. Six primary, 14 secondary, and 1 functional misconceptions were identified. Significant differences were found across genders, races, educational levels, and locations. (RT)

ED 306 077 SE 050 438
Staff Development Program in Science K-8.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
Report No.—Curric-01-8005-20; ISBN-88315-576-1
Pub Date—84
Note—115p.; Drawings may not reproduce well.
Available from—New York City Board of Education, 131 Livingston St., Room 613, Brooklyn, NY 11201 ($3.50).
Pub Type— Reports - Descriptive (141) — Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Educational Improvement, Elementary Education, *Elementary School Science, Evaluation Methods, Field Trips, Inservice Teacher Education, Instructional Effectiveness, *Instructional Improvement, Interdisciplinary Approach, *Science Activities, Science Curriculum, Science Fairs, *Science Instruction, Science Interests, *Staff Development, Teacher Improvement
The need to reinforce the skills of science teachers and supervisors and the need to increase student performance in the sciences have become critical national concerns. The importance of quality science education grows as science and technology continue to be major factors in our daily lives. New York City has recognized the need to enhance science teaching by providing assistance in staff development. This publication was produced to serve as a resource for those involved in upgrading and developing science programs in the schools. Included in this publication are articles addressing the philosophy and methodology of elementary science teaching, exemplary lesson plans, approaches to working with children, activities for students and teachers, information on interrelating reading and science in the classroom, field trips, stimulating science interest, science fairs, a textbook review, evaluation techniques, and a bibliography. Five appendices cover: (1) "What Research Says"; (2) "Parallel and Series Circuits"; (3) "Behavior of Mealworms"; (4) "Can You Find"; and (5) "Lifestyle Survey Form." (RT)

ED 306 078 SE 050 445
Dougs, Donald R.
Utah Elementary Science Improvement Project. Final Report Part 1: Project Portrayal.
Spons Agency—Department of Education, Washington, DC.
Report No.—86-002
Pub Date—[89]
Grant—400-85-1063
Note—283p.; For part 2 of this report, see SE 050 446; for part 3, see SE 050 447.
Pub Type— Guides - Non-Classroom (055) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors—Curriculum Design, *Curriculum Development, Curriculum Guides, Educational Improvement, Elementary Education, Elementary School Curriculum, *Elementary School Science, Higher Education, *Instructional Development, Material Development, *Preservice Teacher Education, *Science Curriculum, *Teaching Methods
Identifiers—Science Education Research, *Utah
The original intent of this project was to improve the quality of the elementary science component of the Utah State University elementary science preparation program. The original impetus for the project resulted from a combination of a desire to continually improve an already sound elementary program, local concern over the quality of science being taught in public schools, and national priorities related to science education. A primary objective was to provide a sound research foundation for the science methods course and to incorporate as many appropriate innovations as possible into the program, assuring that graduates of the program enjoy marketability. Included in this document is the users manual for an elementary science teaching methods program entitled "Self, Others, Discipline, Implementation, and Associate" (SODIA) and a manual designed to provide practical information for curriculum development at the university level. (CW)

ED 306 079 SE 050 446
Dougs, Donald R.
Utah Elementary Science Improvement Project. Final Report Part 2: Program Assessment Report.
Spons Agency—Department of Education, Washington, DC.
Report No.—86-002
Pub Date—[89]
Grant—400-85-1063
Note—34p.; For Part 1 of this report, see SE 050 445; for part 3, see SE 050 447.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, *College Science, Elementary Education, Higher Education, Methods Courses, *Science Course Improvement Projects, Scientific Attitudes, *Scientific Methodology, Student Teaching, *Teacher Education Programs, *Teaching Methods
Identifiers—Science Education Research, *Utah
This program is the result of efforts made to develop a preparation model for elementary teachers. The science component of the program is referred to as SODIA-Science which is derived from the first letters of descriptive words: Self, Others, Discipline, Implementation, and Associate teaching. These words describe the emphasis at each level of the program. About 250 students per term are served by this project with about 50 in each of four required content courses and a science methods course. A practicum component and student teaching are also experienced by the methods course students. The sample for this project consisted of more than 500 students with at least a 2.7 grade point average. An expanded Discrepancy Evaluation Model (DEM) was used in developing the design of the science methods course and assessing the impact of the science content courses. The basic design includes: (1) what is going to happen (activities–process); (2) what should result (objectives–outcomes); (3) what is needed (resources–input). The National Science Teachers Association's external evaluation confirmed that this project was one of the best elementary science teacher preparation programs in the country. In all dimensions measured, student performance had been improved. Seven references are included. (RT)

ED 306 080 SE 050 447
Dougs, Donald R.
Utah Elementary Science Improvement Project. Final Report Part 3: Practice Profile.
Spons Agency—Department of Education, Washington, DC.
Report No.—86-002
Pub Date—[89]
Grant—400-85-1063
Note—25p.; For part 1 of this report, see SE 050 445; for part 2, see SE 050 446.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Science, Course Content, *Curriculum Development, Elementary Education, Higher Education, Instructional Development, *Methods Courses, *Science Course Improvement Projects, Teacher Education, *Teacher Education Programs, Teaching Methods
Identifiers—Science Education Research, *Utah
To summarize the implemented program, this report makes use of the practice profile. Inputs, processes, and outputs statements are the ideals for the practice profile and are adapted from the outputs stated in the Discrepancy Evaluation Model. The major project components are: (1) "Critical Mass" (which is what is needed before the systems will operate); (2) "A Firm Foundation" (in which emphasis is on non-human factors that influence the project); (3) "Application to Teaching Science"; and (4) "Product." Each of the above components are presented in expanded practice profile format. Project innovations are highlighted in a meaningful context and dissemination concerns are stated and discussed. Innovations include early (first year) and in-depth classroom exposure. Collaboration among science departments, the college of education, a laboratory school, and public schools resulted in a variety of resources. (RT)

ED 306 081 SE 050 449
Anderson, Susan
Theories and Conflict: The Origins of Natural Gas. Instructional Materials.

American Gas Association, Arlington, VA. Educational Services.
Pub Date—88
Note—28p.; Drawings and colored print may not reproduce well. (The videotape mentioned in the abstract is not available from EDRS.)
Available from—American Gas Association, 1515 Wilson Blvd., Arlington, VA 22209 ($4.40, N55012). Teachers should check with local gas company for free copy.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Conflict Resolution, *Controversial Issues (Course Content), *Fuels, *Interdisciplinary Approach, Motivation Techniques, *Natural Resources, *Science Activities, Science and Society, *Science Instruction, Sciences, Secondary Education, Secondary School Science, Theories, Videotape Recordings
This unit explores a recent and controversial theory of the origin of much of the Earth's natural gas and oil. The materials provided will give students the opportunity to: (1) gain an understanding of science and what is involved in the acceptance or rejection of theories; (2) learn about fossil fuels, especially natural gas; (3) learn the traditional and abiogenic theories of natural gas formation; (4) evaluate the merits of the two theories; and (5) evaluate the knowledge gained about natural gas and its origin. Included in the unit are an introduction, with objectives; an outline and notes to the teacher; an activity on the controversy of science; a fossil fuel and natural gas fact sheet and activities; an article on theories and questions for discussion and review; a viewing guide and discussion questions to use with a related videotape; a critical thinking activity for debate or role play; a quiz; and an evaluative worksheet. An appendix on the supply of natural gas, a list of additional available materials, and a glossary complete the unit. (RT)

ED 306 082 SE 050 450
Decision Making: The Chesapeake Bay. An Interdisciplinary Environmental Education Curriculum Unit. Second Edition.
Maryland Univ., College Park. Sea Grant Program.
Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.
Report No.—UM-SG-ES-85-01
Pub Date—85
Grant—NA84AA-D-00014
Note—202p.; Colored pages may not reproduce well. (The slide tapes, land use maps, and videotape mentioned in the abstract are not available from EDRS.)
Available from—Maryland Sea Grant College, The University of Maryland, 1222 H. J. Patterson Hall, College Park, MD 20742 ($14.95).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Biology, Conservation (Environment), Curriculum Guides, *Decision Making, Ecology, *Environmental Education, Instructional Materials, *Interdisciplinary Approach, Motivation Techniques, Natural Resources, Secondary Education, *Secondary School Science, *Social Studies
Identifiers—*Chesapeake Bay
As the oceans rose due to melting glaciers, the Chesapeake Bay became a crowned valley. The Bay is a biologically rich system in which the success of each species depends on the quality of water in the parts of the Bay used during its life history. With the increase in human population, technological developments associated with industrial activities and power production, wastes, dams, fishing activity, silt, and wetlands are making a significant impact on the Bay. This curriculum unit is designed to examine the management of this threatened and complex environmental system. The package consists of five components: (1) an introduction to the historical and ecological significance of the Chesapeake Bay region, including a fact sheet, slide-tape presentation, and a set of land-use maps; (2) a videotape presentation of viewpoints dealing with current and future problems of the sea; (3) a teacher's guide outlining a conference simulation during which students as conference participants are involved; (4) a data bank reference source based on a U.S. Army Corps of Engineers document for use by students in identifying issues and substantiating policy statements; and (5) applications to local concerns, where students can make recommendations for issues in their own area. "Student Materials" offers a fact sheet and materials for the simulated conference. The appendices provide information and procedures for teachers, including audiovisual scripts and a cross reference to the Chesapeake Bay Data Bank. (RJ)

ED 306 083 SE 050 455
Roth, Wolff-Michael Milkent, Marlene M.
Factors in the Development of Reasoning in Two Problem Contexts.
Pub Date—89
Note—30p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989). Contains some broken type which may not reproduce well.
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Cognitive Style, *College Science, Factor Analysis, Field Dependence Independence, *Formal Operations, Predictor Variables, *Problem Solving, *Short Term Memory, *Transfer of Training
Identifiers—*Neo Piagetian Theory, Science Education Research
The present study was designed to test how well the measures of the cognitive constructs of M-space, cognitive style, and short-term storage space (STSS) could predict the amount of practice needed to induce successful problem solving behaviors, the ability to transfer behaviors to different contexts, and the readiness to abandon unsuccessful behaviors. Thirty-four non-science majors enrolled in a physical science course participated in the study. Those 23 students who did not use formal reasoning schemes to solve ratio problems on a pretest took part in the training phase designed to help them to induce the ratio scheme. The training consisted of balance beam and probability problems at five levels of difficulty corresponding to five levels of development of the ratio scheme. Most of the students induced strategies that permitted them to solve problems at the formal level during the training phase. The STSS could be a predictor for various aspects in the development of complex problem solving strategies. Factor analysis showed the Figural Intersection Test and the Group Embedded Figures Test as one factor and the Ratio Span and the Backward-digit Span Test as another factor. Some implications for science education research were discussed. (YP)

ED 306 084 SE 050 459
Kyle, William C., Jr. And Others
Process Science and Standardized Testing: Are They Compatible?
Pub Date—89
Note—16p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Elementary School Science, Grade 6, Intermediate Grades, *Science Curriculum, Science Education, Science Programs, *Science Tests, *Sex Differences, *Standardized Tests
Identifiers—*Process Skills, *Science Achievement, Science Education Research, Science through Discovery
This study was designed to assess the effect of a process oriented elementary science curriculum upon students' achievement. The Iowa Tests of Basic Skills (ITBS) Complete Battery with the social studies and science supplements was administered to sixth grade students completing one, two, or three years of the Science through Discovery program in the Richardson Independent School District, (Texas). The Comprehensive Test of Basic Skills (CTBS) which was administered to these students in the third grade was used as a covariate to control statistically for any pretreatment differences in achievement. The paper concluded that students exposed to process science for three years who only covered 42 percent of the test items performed as well as students who were exposed to 86 percent of the content assessed. Post hoc analyses were conducted using t-tests to examine the issue of gender equity or disparity as a function of the curriculum being implemented and/or test congruence. (Author/YP)

ED 306 085 SE 050 463
Radford, David L.
Promoting Learning through the Use of Analogies in High School Biology Textbooks.
Pub Date—89
Note—28p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Biology, Cognitive Structures, *Concept Formation, Evolution, High Schools, Instructional Materials, Models, Science Instruction, *Secondary School Science, Textbook Evaluation, *Textbook Preparation, Textbook Research, *Verbal Development
Identifiers—*Analogies
A model for developing instructional analogies was used to produce experimental treatments that included text from a high school biology textbook to which was added extended verbal analogies written by the researcher linking each of two biology concepts to analogous familiar concepts. The control treatment was text from the biology textbook retyped in the same format as that of the analogy text. Students randomly assigned to experimental or control treatment within each of nine classrooms read the texts on the topics of evolution and cellular respiration and took immediate and delayed recall content achievement tests. Results included significant differences in biology achievement in favor of the analogy treatment group on the immediate recall test on the evolution topic and on the delayed recall test which covered both topics. An achievement difference on the immediate recall test of the respiration topic, while in favor of the analogy treatment group, was nonsignificant. Teachers and textbook authors are encouraged to use the parts of the model supported by the results of this study for developing effective instructional analogies. (Author)

ED 306 086 SE 050 466
Kyle, William C., Jr. And Others
Implementing an Effective Elementary Program: The Process of Initiating Change and Its Effect on Students' Attitudes.
Pub Date—89
Note—14p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Cooperation, *Curriculum Design, Curriculum Development, Curriculum Research, Elementary Education, *Elementary School Science, Science and Society, *Science Course Improvement Projects, *Science Curriculum, Science Instruction, Science Programs, *Student Attitudes, Student Motivation
Identifiers—ScienceQuest
In 1987, the Cheshire Public Schools initiated a science curriculum review. Teachers, parents, and students recognized that the existing textbook-based elementary science program was a dismal portrayal of such a dynamic discipline. There was community consensus that reading about science and acquiring scientific vocabulary words were not the same as doing science. A mandate was issued to identify, develop, implement, and evaluate a science curriculum that addressed the current goals in science education. Selected Delta Science Modules were identified as the focal curricular resources around which local curriculum development could be initiated. The first year evaluation supports the fact that "ScienceQuest" was most successful. Between 50% and 88% of the students at any given grade level indicated that science is their first or second favorite subject in school. The nature of the science taught does make a difference. Administrative support and the implementation process are also keys to success. (Author)

ED 306 087 SE 050 469
Spector, Barbara S. Gibson, Charles W.
Middle School Students' Perceptions of Factors Facilitating Learning Science.
Pub Date—89
Note—22p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989).
Pub Type— Speeches/Meeting Papers (150) — Re-

ports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cognitive Processes, Cognitive Style, Curriculum Design, Intermediate Grades, Junior High Schools, Learning Processes, Learning Strategies, *Middle Schools, *Science and Society, Science Instruction, *Science Programs, *Secondary School Science, *Student Attitudes, Teacher Behavior, Technology, Theory Practice Relationship

The purpose of this study was to explore middle school students' perceptions of what factors facilitated their learning of science. Between 50 and 60 high-achieving middle school students were in residence on the University of South Florida campus for 12 consecutive days of study in the "World of Water" program. There were two sessions per summer for the past five years totaling 572 participants. Eight specially trained teachers were in residence with the students. Between 50 and 70 experts from the university, government, and business/industry interacted with the students each year in an innovative science/technology/society program. A written assignment toward the close of the program had students reflect on their experiences in residence at the university comparing learning in the program to learning in their schools. These essays were the base for this study. Document review, participant observation, and open-ended interviews were used to gather and triangulate data in five phases. A theoretical model suggesting ways to combine a variety of approaches to curricula, instructional designs, delivery modes, and teachers' behaviors that could help middle school teachers build those factors that facilitated the learning of science into school science courses was generated. (MVL)

ED 306 088 SE 050 470
Evans, Robert H.
Profiling Elementary Science Teacher's Manuals from Different Perspectives.
Pub Date—89
Note—19p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Elementary School Science, Elementary School Students, Grade 4, *Instructional Materials, Intermediate Grades, Science Activities, *Science Instruction, Science Teachers, Student Participation, *Teaching Guides, Textbook Content, *Textbook Evaluation

The goals of this research were to: (1) develop instruments useful in profiling the characteristics of teaching manuals used with grade 4 science textbooks and the effects of those manuals on teacher and pupil activities; (2) look at both high and low inference perspectives in making these profiles; (3) develop two instruments, one for elementary classroom teachers and the other for their pupils; and (4) use samples from these science education populations plus the judgments of science education professionals to profile two commonly used science teacher's manuals. Teaching manuals were analyzed because they are thought to be especially influential in elementary classrooms where reading is still not a fully developed skill. Since they are often the source for process-product/inquiry activities, teacher's manuals often play a central role in determining the quantity and quality of hands-on experiences students have. The instruments were administered to 30 fourth-grade teachers in five states who use the Silver Burdett, Merrill, or Scott Foresman text series. Seventeen teachers returned their answers as well as those of their 360 students. The graphical comparisons of teacher responses show both similarities and differences between the various teacher's manuals. Teacher and student survey forms are appended. (MVL)

ED 306 089 SE 050 472
Norman, John T.
The Effect of a Middle School Teacher Inservice Course Emphasizing Science Process Skills on the Development of Integrated Process Skills and Logical Thinking.
Pub Date—89
Note—23p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Biology, Earth Science, Elementary School Science, *Inservice Teacher Education, Intermediate Grades, Junior High Schools, Learning Processes, Logical Thinking, *Middle Schools, *Physical Sciences, *Process Education, Science Activities, *Science Instruction, *Secondary School Science, Teaching Methods, Teaching Models, Teaching Styles

The purpose of this investigation was to determine the effect of a middle school inservice course emphasizing science process skills on the development of integrated process skills and on logical thinking. Twenty-two middle-school science teachers from the Detroit Public Schools participated in this project. A "Resourcebook of Science Process Skills" was developed for use with middle school students (grades 5-9) and was used with teachers in this inservice course. For each of the 11 process skills a generic science activity was presented as well as one applicable to the subject areas of life science, earth science, and physical science. Application questions were posed in each process chapter. Teachers were taught two strategies for teaching these processes to their students, namely the learning cycle and a modeling strategy. The following conclusions about middle school science teachers were made: (1) they can make significant gains in the mastery of science process skills from an inservice course emphasizing science process skills; (2) they can make significant gains in their logical thinking from an inservice course emphasizing science process skills; and (3) they may have great difficulty in learning instructional strategies for teaching their process skills to their students. References and tables are provided. (MVL)

ED 306 090 SE 050 483
Crawley, Frank E., III
Intentions of Science Teachers To Use Investigative Teaching Methods: A Test of the Theory of Planned Behavior.
Pub Date—89
Note—20p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Environment, Curriculum Development, *Elementary School Science, Elementary Secondary Education, Grade 5, Grade 6, Grade 9, Grade 10, *Instructional Materials, *Physical Sciences, Science Instruction, *Science Teachers, *Secondary School Science, Teacher Attitudes, *Teacher Behavior, Teacher Characteristics

The purpose of this study was to explore the utility of the Theory of Planned Behavior for predicting the behavioral intentions of teachers enrolled in the Institute in Physical Science. The study investigated three determinants of teachers' behavioral intentions set forth in the theory of planned behavior, namely attitude toward the behavior, subjective norm, and perceived behavioral control. The behavior of interest in this study was the intention of teachers in grades 5/6 and 9/10 who were enrolled in the institute to use half of the activities and investigations completed in the program with students they would teach during the next school year. Data were collected from 50 elementary and secondary teachers. Results of this study indicated that attitude, subjective norm, and perceived behavioral control made significant contributions to the prediction of behavioral intention. Examination of the data block on external variable revealed attitude toward the behavior to be the single most important predictor of behavioral intention. Intent to perform the behavior appears to be totally under the control of most teachers, with little need for social support and with ample resources and sufficient opportunities available to perform the behavior. (MVL)

ED 306 091 SE 050 484
Bray, Judy Armstrong, Jane
What's Wrong with Mathematics Textbooks? Views from the Field.
Education Commission of the States, Denver, Colo. Education Improvement Center.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Report No.—ECS-SI-86-3
Pub Date—Sep 86
Note—36p.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Instructional Materials, *Mathematics Education, Surveys, Teaching Methods, *Textbook Evaluation, *Textbook Preparation, Textbook Publication, *Textbook Selection, Textbook Standards

In the fall of 1984, the Education Commission of the States (ECS) was awarded a grant from the U.S. Secretary of Education's Discretionary Fund to identify alternative state roles for improving instructional materials in mathematics. To help state leaders define an appropriate and effective role in upgrading these materials, ECS proposed first to identify the complex problems surrounding the development and adoption of materials and then to suggest new ways for state leaders to work with other state leaders, districts and publishers to improve instructional materials. To identify what was wrong with textbooks, more than 70 teachers, professors, publishers and state and local education agency staff were asked to participate in a survey. This document is a synthesis of the survey responses. The survey instrument appears in Appendix A; survey participants are listed in Appendix B. (CW)

ED 306 092 SE 050 486
Bitner, Betty L.
Developmental Patterns in Logical Reasoning of Students in Grades Six through Ten: Increments and Plateaus.
Pub Date—89
Note—31p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Cognitive Development, Cognitive Processes, Concept Formation, Conservation (Concept), *Developmental Stages, *Formal Operations, Intermediate Grades, *Logical Thinking, Piagetian Theory, Science Instruction, Scientific Methodology, Secondary Education, Secondary School Science, Sex Differences
Identifiers—Group Assessment of Logical Thinking

The purpose of this descriptive study was to investigate the developmental patterns in logical reasoning of students in grades 6-10 over a span of 20 months. The Group Assessment of Logical Thinking (GALT) was administered to the sample (N=84) during the fall of 1986, the fall of 1987, and the spring of 1988. The GALT measures six reasoning modes: conservation; proportional reasoning; controlling variables; probabilistic reasoning; correlational reasoning; and combinatorial logic. Correlational reasoning was found to be the most difficult for the total sample for the three administrations of the GALT. The results of the two-tailed t-test for gender difference were not significant. An ANOVA (GALT score by grade level) was significant for each test administration. The results seem to indicate: (1) the majority of this sample was not functioning at the formal operational reasoning level; (2) a significant movement from concrete to transitional operational reasoning occurred at the end of grade seven; and (3) a plateau effect occurred between grades eight and nine. (MVL)

ED 306 093 SE 050 487
Hall Rogers And Others
Exploring the Episodic Structure of Algebra Story Problem Solving. Revised.
California Univ., Irvine. Dept. of Information and Computer Science.
Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
Report No.—TR-86-24
Pub Date—12 Dec 88
Contract—N00014-85-K-0373
Note—95p.; Small print may not reproduce well.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Algebra, Mathematical Applications, Mathematical Concepts, Mathematical Logic, *Mathematical Models, Mathematics Achievement, *Mathematics Instruction, *Problem Solving, Secondary Education, *Secondary School Mathematics, *Word Problems (Mathematics)
Identifiers—*Mathematics Education Research

This paper analyzes the quantitative and situational structure of algebra story problems, uses these

materials to propose an interpretive framework for written problem solving protocols, and then presents an exploratory study of the episodic structure of algebra story problem solving in a sizable group of mathematically competent subjects. Analyses of written protocols compare the strategic, tactical, and conceptual content of solution attempts, looking within these attempts at the interplay between problem comprehension and solution. Comprehension and solution of algebra story problems are complimentary activities, giving rise to a succession of problem solving episodes. While direct algebraic problem solving is sometimes effective, results suggest that the algebraic formalism may be of little help in comprehending the quantitative constraints posed in a problem text. Instead, competent problem solvers often reason within the situational context presented by a story problem, using various forms of "model-based reasoning" to identify, pursue, and verify quantitative constraints required for solution. The paper concludes by discussing the implications of these findings for acquiring mathematical concepts (e.g., related linear functions) and for supporting their acquisition through instruction. (Author)

ED 306 094 SE 050 490
Abell, Sandra K.
The Effect of a Problem Solving Inservice Program on the Classroom Behaviors and Attitudes of Middle School Science Teachers.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date—89
Grant—TEI-8652312
Note—34p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Inservice Education, *Inservice Teacher Education, Intermediate Grades, Junior High Schools, Lecture Method, *Middle Schools, *Problem Solving, Professional Training, Science Instruction, *Science Teachers, *Secondary School Science, *Teacher Behavior, Teacher Education, Teacher Effectiveness, Teacher Improvement, Teaching Methods, Teaching Styles
Teachers are exposed to many varieties of inservice education throughout their careers. It is critical to evaluate the success of such programs. One criterion of success must be the degree to which teachers effectively implement what they have learned. This study examined the effects of an inservice education program emphasizing problem solving on teacher attitudes toward teaching science and on teaching behaviors. Twenty-two middle school science teachers participated in the program and another 22 served as the control group. Before and after the 10-month project, subjects completed attitude surveys and recorded videotapes of themselves teaching science lessons. No difference was noted between the groups on the attitude measure, "The Science Teaching Attitude Scales." A MANOVA performed on the observational data showed a significant difference between the groups, with a greater difference noted after the workshop than before. The experimental teachers appeared to be shifting to more student-centered classrooms. Teachers substantially decreased the percentage of time spent on lecture and procedural talk and increased the time spent observing and listening to students. This study provides evidence that an extended inservice education program can affect the teaching behaviors of science teachers in the middle grades. References and tables are included. (MVL)

ED 306 095 SE 050 491
Gerrell, Jeffrey And Others
Effects of Self-Generated Examples on Elementary School Students' Retention of Science Concepts.
Pub Date—89
Note—19p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cognitive Development, Cognitive Structures, Concept Formation, Creative Thinking, Elementary School Science, Elementary School Students, *Energy, Generalization, Grade 5, Intermediate Grades, *Misconceptions, Physics, *Retention (Psychology), Science Instruction, *Scientific Concepts
This study tested the effectiveness of having fifth-grade students generate their own examples of selected concepts on energy. Hypotheses were that subjects would perform better on sections of a test related to definitions and recognition of exemplars of the concepts for which they found their own examples than on sections related to comparible science concepts for which they did not generate examples. Subjects were 26 fifth-grade students enrolled in a university laboratory school. During the 3-week unit on energy, students generated their own examples of 13 energy concepts being studied. Results confirm the hypothesis that elementary school science students recall concepts for which they generate their own examples better than concepts for which they do not. Apparently, the process of finding and recording examples of concepts, and the attendant thinking about the concepts while seeking adequate examples, strengthens knowledge of the concepts themselves more than simply adding further examples of the concepts to the children's long term memory. (MVL)

ED 306 096 SE 050 492
Martens, Mary Lee
The Problem with Success: Case Study of a Teacher in Change.
Pub Date—89
Note—23p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Environment, Classroom Research, Elementary Education, *Elementary School Science, *Inservice Teacher Education, Instructional Innovation, *Problem Solving, Science Instruction, *Science Teachers, Teacher Attitudes, Teacher Education, Teacher Effectiveness, *Teacher Improvement, Teaching Methods, *Teaching Styles
The problem-solving mode of teaching science implies change for teachers, administrators, state education departments, and other individuals charged with implementing educational innovation. This study provides a descriptive record and interpretation of the words and actions of an elementary school teacher beginning to learn about teaching science as problem solving rather than dispensing content information, and attempting to modify her teaching accordingly. Data collection spanned a period of one year and included classroom observations, interviews, and document analysis. Observations revealed that environmental factors such as administrative support and flexibility, availability of science materials, school philosophy, parental support, and teacher status strongly affected the teacher's effort to change. Personal or internal factors also influenced the teacher's classroom practice: background in science; ability to see interdisciplinary teaching possibilities; organizational ability; regard for individual student's ideas; need to maintain control over student activities and thinking; regard for other teachers' intelligence and experience; emphasis on success; need to "cover" a textbook; view of the relationship between science content and problem solving; and general openness to change. This study demonstrates that educators cannot control results merely by altering input. (MVL)

ED 306 097 SE 050 493
Sobolewski, Stanley J.
The Effect of New Vocabulary on Problem Solving in Novice Physics Students.
Pub Date—89
Note—12p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Energy, High Schools, Information Utilization, *Learning Strategies, *Mathematical Vocabulary, *Novelty (Stimulus Dimension), *Physics, *Problem Solving, Reading, Science Instruction, Scientific Methodology, *Secondary School Science, Systems Approach, Vocabulary
One of the difficulties encountered by novice problem solvers in introductory physics is in the area of problem solving. It has been shown in other studies that poor problem solvers are affected by the surface aspects of the problem in contrast with more efficient problem solvers who are capable of constructing a mental model of the physical situation before the mechanics to solve the problem are begun. It was hypothesized that a neophyte physics problem solver focuses on the technical terminology of physics rather than on the underlying process; the new vocabulary that is introduced confounds the process of problem solving. The treatment in the experimental study was a reading passage in potential and kinetic energy along with examples in solving energy problems. Two treatments are being developed which are identical except in the use of traditional or non-traditional terms. The non-traditional terms were invented, nonsense terms. A population of 31 high school students ages 15-18 were randomly assigned to two groups. It was found that there was no statistically significant difference between the means of the two groups. (Author)

ED 306 098 SE 050 494
Niaz, Mansoor
Translation of Algebraic Equations and Its Relation to Formal Operational Reasoning.
Pub Date—89
Note—19p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Chemistry, *College Science, Computational Linguistics, *Developmental Stages, Equations (Mathematics), *Formal Operations, Higher Education, Intellectual Development, *Mathematical Formulas, *Mathematical Linguistics, Piagetian Theory, Science Instruction, Undergraduate Study
A large proportion of college students majoring in science are unable to translate even simple sentences into algebraic equations. Given the following sentence, "There are six times as many students (S) as professors (P) at this university," 37% of 150 freshmen engineering students in a study conducted in 1981 by Clement, Lockhead, and Monk wrote the following equation: 6S=P, referred to as the reversal error. It is plausible to suggest that in order to overcome the reversal error students need to operate in a hypothetico-deductive manner. The objective of this study was to investigate the relation between student ability to translate sentences into equations, equations into sentences, and student performance in the following variables: formal operational reasoning; proportional reasoning; and achievement in an introductory freshman level chemistry I course. Selected results show that: (1) as the student ability to translate sentences into equations and equations into sentences increases, their mean scores in chemistry I, formal operational and proportional reasoning increase; and (2) ability to translate an equation into a sentence does correlate with student scores in chemistry I while the reverse translation does not. This study reports support for the hypothesis that students who lack formal operational reasoning (hypothetico-deductive reasoning) may experience more problems in the translation of algebraic equations. (MVL)

ED 306 099 SE 050 495
Clark, John W., Ed. And Others
Proceedings of the World Congress on Medical Physics and Biomedical Engineering (San Antonio, Texas, August 6-12, 1988).
Alliance for Engineering in Medicine and Biology, Washington, DC.
Pub Date—88
Note—445p.; Contains small and light print which may not reproduce well.
Journal Cit—Physics in Medicine & Biology; v33 suppl 1 1988
Pub Type— Collected Works - Proceedings (021)
EDRS Price - MF01/PC18 Plus Postage.
Descriptors—*Biological Sciences, Biomechanics, Biomedical Equipment, Biomedicine, *Biophysics, *Engineering Technology, Global Approach, Human Factors Engineering, *Medicine, Physics, Research Problems, *Science and Society, *Scientific and Technical Information, Technology
This document contains the proceedings of a joint meeting of the International Federation for Medical and Biological Engineering and the International Organization for Medical Physics. Participants from over 50 countries were in attendance. The theme of the program, "Challenges for the Year

2000," was a reminder of the challenges which confront the world community; specifically, better, more widely distributed, and less expensive health care, and a continuing concern for the well being of humanity and of the earth. The proceedings contain abstracts from over 200 papers, speeches, and sessions, and is organized into medical physics and biomedical engineering sections. (CW)

ED 306 100 SE 050 497
Heller, Patricia Finley, Fred
Variable Uses of Alternative Conceptions: A Case Study in Current Electricity.
Pub Date—89
Note—20p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Techniques, Electrical Systems, *Electric Circuits, Electricity, *Elementary School Science, Intermediate Grades, Junior High Schools, *Learning Strategies, Middle Schools, *Physics, *Prior Learning, Problem Solving, Science Instruction, *Science Teachers, Teaching Methods
In order to investigate the nature of students' prior knowledge of current electricity and how they applied their knowledge to different problems, 3 middle school science teachers and 11 elementary school teachers were given a written test that required them to: (1) predict what happens to the brightness of a bulb if a change is made to the circuit (a bulb is shorted or a second bulb is added in series or parallel); (2) compare the brightness of two bulbs in the same circuit; (3) compare the brightness of bulbs in different circuits; (4) compare the amount of current at different points in a series of parallel circuits; and (5) explain their reasoning for each question. The responses of the teachers were analyzed to determine the propositions they used for solving the problems and a matrix was formed of core propositions by subjects. From this matrix it was possible to determine the core propositions common to all teachers, as well as patterns of the different propositions held by different teachers. The results supported expectations about the nature of students' prior knowledge, how it is applied, and its application to the task of designing instruction for these students. (MVL)

ED 306 101 SE 050 498
Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials. Supplement 34, 1988.
Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.
Pub Date—Jun 88
Note—114p.; For previous supplement, see ED 301 470.
Available from—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (U.S. subscription $12.00, $5.00 each).
Pub Type— Collected Works - Serials (022) — Book/Product Reviews (072)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Citizen Participation, College Science, Ecological Factors, *Environmental Education, Hazardous Materials, Higher Education, *Instructional Materials, Pesticides, Poisons, Scientific and Technical Information, Waste Disposal, *Waste Water, *Water Pollution, *Water Quality, Water Resources, *Water Treatment
Identifiers—*Environmental Quality
The Environmental Quality Instructional Resources Center in Columbus, Ohio, acquires, reviews, indexes, and announces both print (books, modules, units, etc.) and non-print (films, slides, video tapes, etc.) materials related to water quality and water resources education and instruction. In addition some materials related to pesticides, hazardous wastes, and public participation are included. Each entry in the resume section of this document provides, where appropriate: (1) the title; (2) the publication date; (3) the name(s) of the author(s); (4) a set of descriptors assigned to the entry for the purpose of indexing; (5) the number of pages; (6) an abstract describing the entry; and (7) information on the availability of the complete document. Also included in this publication are procedures to illustrate how instructors and curriculum developers in the water quality control field can locate instructional materials which meet general or highly specific requirements of their programs. This publication supplements, but does not replace, supplements 1-33. (CW)

ED 306 102 SE 050 499
Resman, David A.
Effects of Between-Classroom Ability Grouping in Mathematics at the Transition to Junior High School.
Pub Date—89
Note—33p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March, 1989).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Ability Grouping, Elementary School Mathematics, Grade 6, Grade 7, Intermediate Grades, Junior High Schools, *Longitudinal Studies, *Mathematics Achievement, *Mathematics Anxiety, Mathematics Education, *Mathematics Instruction, Middle Schools, Secondary School Mathematics, Self Concept
When students make the transition from elementary school to junior high school, they experience abrupt organizational changes in their school environment. The hypothesis that social comparison processes mediate the relation between ability grouping practices in mathematics and students' achievement expectancies was tested in a longitudinal sample of 862 students making the transition from grade 6 to grade 7. Compared to between-classroom ability grouping, heterogeneous grouping raised the achievement expectancies of high achievers and lowered the achievement expectancies of low achievers. When controls for the direction of students' social comparison choices and for their mathematics grades were introduced, the independent effect of ability grouping on achievement expectancies was consistently and substantially reduced. It is argued that ability grouping practices constrain the choices available to students and teachers for social comparison of abilities and thereby influence the frame of reference students use for self-assessment and teachers use for assigning grades. Eight tables and four figures are appended. (YP)

ED 306 103 SE 050 501
Furuness, Linda Bishop Cohen, Michael R.
Children's Conceptions of the Seasons: A Comparison of Three Interview Techniques.
Pub Date—89
Note—11p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cultural Influences, Elementary Education, *Elementary School Science, *Field Studies, *Interviews, *Qualitative Research, *Research Methodology, Science Education, Social Science Research
Identifiers—Science Education Research
A great deal of work has been accomplished over the past several years on children's conceptualizations of various scientific phenomena. A problem, however, is determining whether one's collection techniques provide a complete picture. In this study three techniques (the repertory grid, draw and describe, and the interview about events) were used to collect information on children's concepts of the seasons. Twenty-four fourth graders were included in this study. Eight children were interviewed using this technique. The relationship of "life-world knowledge" and "scientific knowledge" was critical in this study since seasons can be approached from the direction of scientific explanations or cultural events and celebrations. The results of this study indicated that the repertory grid technique provided more of a science knowledge view, the draw and describe technique provided more of a cultural view, and the interview about events technique corresponded well with both the cultural and scientific views. The results suggest a relationship between school science and school social studies and may support the current Science-Technology-Society emphasis. (CW)

ED 306 104 SE 050 502
Case, Christine L.
Biology Laboratory Safety Manual.
Pub Date—[Mar 89]
Note—25p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Biological Sciences, *College Science, *Educational Facilities Planning, Emergency Programs, *Hazardous Materials, Health, Higher Education, Instructional Materials, Laboratory Safety, Safety Education, Safety Equipment, *School Safety, Secondary Education, *Secondary School Science, Teaching Methods, Waste Disposal
The Centers for Disease Control (CDC) recommends that schools prepare or adapt a biosafety manual, and that instructors develop a list of safety procedures applicable to their own lab and distribute it to each student. In this way, safety issues will be brought to each student's attention. This document is an example of such a manual. It contains guidelines adapted from CDC guidelines for use in a school setting. Topics covered include: aerosols; chemical safety; decontamination; disinfection; waste disposal; teaching precautions; standard and special practices; universal precautions; and precautions for blood work. (CW)

ED 306 105 SE 050 503
Grade 12 Diploma Examination: Biology 30. January 1989 = Examen en vue du diplome douzieme annee: Biologie 30. Janvier 1989.
Alberta Dept. of Education, Edmonton.
Pub Date—Jan 89
Note—84p.; For alternate form, see SE 050 504; for January 1988 examination, see ED 293 712.
Language—English; French
Pub Type— Tests/Questionnaires (160) — Multilingual/Bilingual Materials (171)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Academic Achievement, *Biology, Foreign Countries, *Grade 12, High Schools, Objective Tests, Science Education, *Science Tests, *Secondary School Science, Test Items
Identifiers—*Alberta
Biology 30 is a 12th-grade science course for students in Alberta, Canada. This document is the final test for the course. Intended for administration during January 1989, it contains 70 multiple-choice questions and seven written-response questions. Two-and-one-half hours are allowed for completing the test. No answer key is included since scoring is done by the provincial education department. The test is provided in both English and French. (CW)

ED 306 106 SE 050 504
Grade 12 Diploma Examination: Biology 30. January 1989 Form B.
Alberta Dept. of Education, Edmonton.
Pub Date—Jan 89
Note—44p.; For alternate examination, see SE 050 503.
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, *Biology, Foreign Countries, *Grade 12, High Schools, Objective Tests, Science Education, *Science Tests, *Secondary School Science, Test Items
Identifiers—*Alberta
Biology 30 is a 12th-grade science course for students in Alberta, Canada. This document is an alternate form for the final test for the course. Intended for administration during January 1989, it contains 70 multiple-choice questions and seven written-response questions. Two and one-half hours are allowed for completing the test. No answer key is included since scoring is done by the provincial education department. (CW)

ED 306 107 SE 050 505
Grade 12 Diploma Examination: Mathematics 30. January 1989 = Examen en vue du diplome douzieme annee: Mathematiques 30. Janvier 1989.
Alberta Dept. of Education, Edmonton.
Pub Date—Jan 89
Note—57p.; For alternate form, see SE 050 506; for January 1988 examination, see ED 295 790.
Language—English; French
Pub Type— Tests/Questionnaires (160) — Multilingual/Bilingual Materials (171)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Algebra, *Foreign Countries, Grade 12, High Schools, *Mathematics Achievement, Mathematics Education, *Mathematics Instruction, *Mathematics Tests, Problem Solving, *Secondary School Mathematics, *Test Items, Trigonometry

Identifiers—*Alberta
Mathematics 30 is a 12th-grade mathematics course for students in Alberta, Canada. This document is the final test for the course. Intended for administration during January 1989, it contains 45 multiple-choice questions, seven open-ended scannable questions, and three written-response questions. Two and one-half hours are allowed for completing the test. No answer key is included since scoring is done by the provincial education department. The test is provided in both English and French. Formula sheets and work sheets are included. (YP)

ED 306 108 SE 050 506
Grade 12 Diploma Examination: Mathematics 30. January 1989 Form B.
Alberta Dept. of Education, Edmonton.
Pub Date—Jan 89
Note—27p.; For alternate test, see SE 050 505.
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Algebra, Foreign Countries, *Grade 12, High Schools, Mathematics Achievement, Mathematics Education, *Mathematics Tests, Problem Sets, *Secondary School Mathematics, *Test Items, Trigonometry
Mathematics 30 is a 12th-grade mathematics course for students in Alberta, Canada. This document is the alternate form for the final test for the course. Intended for administration during January 1989, it contains 45 multiple-choice questions, seven open-ended scannable questions, and three written-response questions. Two and one-half hours are allowed for completing the test. No answer key is included since scoring is done by the provincial education department. Formula sheets and work sheets are included. (YP)

ED 306 109 SE 050 507
Grade 12 Diploma Examination: Chemistry 30. January 1989 = Examen en vue du diplome douzieme annee: Chimie 30. Janvier 1989.
Alberta Dept. of Education, Edmonton.
Pub Date—Jan 89
Note—55p.; For January 1988 examination, see ED 293 710.
Language—English; French
Pub Type— Tests/Questionnaires (160) — Multilingual/Bilingual Materials (171)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Academic Achievement, *Chemistry, Foreign Countries, *Grade 12, High Schools, Objective Tests, Science Education, *Science Tests, *Secondary School Science, Test Items
Identifiers—*Alberta
Chemistry 30 is a 12th-grade science course for students in Alberta, Canada. This document is the final test for the course. Intended for administration during January 1989, it contains 56 multiple-choice questions and three written-response questions. Two and one-half hours are allowed for completing the test. No answer key is included since scoring is done by the provincial education department. The test is provided in both English and French. (CW)

ED 306 110 SE 050 508
Grade 12 Diploma Examination: Physics 30. January 1989 = Examen en vue du diplome douzieme annee: Physique 30. Janvier 1989.
Alberta Dept. of Education, Edmonton.
Pub Date—Jan 89
Note—55p.; For January 1988 examination, see ED 293 711.
Language—English; French
Pub Type— Tests/Questionnaires (160) — Multilingual/Bilingual Materials (171)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Academic Achievement, Foreign Countries, *Grade 12, High Schools, *Physics, Problem Sets, *Science Tests, *Secondary School Science, *Test Items
Identifiers—*Alberta
Physics 30 is a 12th-grade science course for students in Alberta, Canada. This document is the final test for the course. Intended for administration during January 1989, it contains 49 multiple-choice questions and four written-response questions. Two-and-one-half hours are allowed for completing the test. No answer key is included since scoring is done by the provincial education department. The test is provided in both English and French. (CW)

ED 306 111 SE 050 509
Travers, Kenneth J. Westbury, Ian
The IEA Study of Mathematics I: Analysis of Mathematics Curricula. Supplement.
Illinois Univ., Urbana. Coll. of Education.; International Association for the Evaluation of Educational Achievement, New York, NY.
Pub Date—89
Note—151p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Comparative Analysis, International Programs, *Mathematics Achievement, *Mathematics Curriculum, Mathematics Education, Mathematics Materials, *Mathematics Teachers, *Mathematics Tests, *Secondary School Mathematics, Surveys
Identifiers—Mathematics Education Research, *Second International Mathematics Study
Between 1980 and 1982, the International Association for the Evaluation of Educational Achievement (IEA) Second International Mathematics Study (SIMS) collected data on mathematics curricula, teaching practices, and achievement from samples of students, teachers, and schools in 18 countries. This material is a technical supplement describing the curriculum and organization of mathematics in each participating system in a way that permits interpretation of the "outcomes profile" of each system. Chapters included are: (1) "System Profiles" (describing school systems, teacher qualifications, mathematical content/materials, and examinations and control in each of 18 countries); (2) "Cognitive Item Tables"; (3) "Definitions of International Subtests"; (4) "Appropriateness Ratings Tables"; (5) "Indices of Intended Coverage"; (6) "Teacher Opportunity-To-Learn Ratings Tables"; and (7) "Indices of Implemented Coverage." (YP)

ED 306 112 SE 050 512
Trafton, Paul R., Ed. Shulte, Albert P., Ed.
New Directions for Elementary School Mathematics. 1989 Yearbook.
National Council of Teachers of Mathematics, Inc., Reston, Va.
Report No.—ISBN-0-87353-272-4
Pub Date—89
Note—245p.; For 1988 yearbook, see ED 292 672.
Available from—National Council of Teachers of Mathematics, Inc., 1906 Association Drive, Reston, VA 22091 ($18.00, 20% discount for 10 or more copies).
Pub Type— Reports - Evaluative (142) — Collected Works - General (020)
Document Not Available from EDRS.
Descriptors—Calculators, Elementary Education, *Elementary School Mathematics, Mathematical Applications, *Mathematical Concepts, *Mathematics Curriculum, Mathematics Education, *Mathematics Instruction, Mathematics Skills, Mathematics Teachers, *Problem Solving, Teacher Education, Word Problems (Mathematics)
This yearbook consists of five sections, with samples of children's work appearing between sections. Part 1, "Perspective on Change in Elementary School Mathematics," describes and discusses broad components of change in elementary school mathematics. The central roles of problem solving, communication, and reasoning are highlighted, as is the need for revising our thinking about computation. Part 2, "Children's Reasoning and Strategies: Implications for Teaching," addresses knowledge about children's thinking and reasoning, how they construct ideas, and the importance of incorporating their mathematical understandings into instruction. Part 3, "New Directions in Teaching the Content of the Curriculum," reflects the ideas presented in the previous two sections and offers practical guidance for teachers and curriculum developers. Part 4, "In the Classroom," captures the spirit of mathematical exploration and the active involvement of students through descriptions of classroom investigations. The yearbook concludes with part 5, "Perspectives and New Directions in Teaching and Learning," which focuses on important factors that influence the way mathematics is taught and learned and that must be considered in implementing change. (YP)

ED 306 113 SE 050 513
Guidelines for the Post-Baccalaureate Education of Teachers of Mathematics.
National Council of Teachers of Mathematics, Inc., Reston, Va.
Report No.—ISBN-0-87353-275-9
Pub Date—89
Note—18p.
Available from—National Council of Teachers of Mathematics, Inc., 1906 Association Drive, Reston, VA 22091 ($3.00, 20% discount 10 or more copies).
Pub Type— Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors—College Science, Course Content, *Course Descriptions, Elementary School Teachers, Elementary Secondary Education, Guidelines, Higher Education, *Mathematics Curriculum, Mathematics Education, *Mathematics Teachers, Secondary School Teachers, *Supervisor Qualifications, Supervisors
These guidelines aim to assist the mathematics education community and others with planning the continuing education of mathematics teachers. Guidelines are included for: (1) mathematics specialists in grades K-8 and 7-12 describing mathematics, problem solving/reasoning/communication, methods and materials, technology, and mathematics education areas with some graduate courses; (2) generalists with and without a mathematics education concentration in grades K-8, including some graduate courses; (3) mathematics supervisors in general and specific grade levels with graduate courses; and (4) middle school mathematics specialists. A total of 12 references are included. (YP)

ED 306 114 SE 050 514
Blood, David Zalewski, Leon J.
Developing Science Curricula.
Pub Date—89
Note—12p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989).
Pub Type— Reports - Descriptive (141) — Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Curriculum Development, Educational Improvement, Elementary School Science, Elementary Secondary Education, *Science and Society, *Science Curriculum, Science Education, *Scientific Concepts, Scientific Enterprise, Scientific Literacy, *Secondary School Science
Research studies have indicated the role curriculum plays in the crisis confronting science education. Many states have begun to reorganize and evaluate their science curricula for a more coherent and improved educational program. Curricular changes have traditionally included teacher input through a local school district committee. Information gathered for this paper originated from such committees. One problem encountered by most school districts in Illinois is that of developing science objectives from goals which can be assessed with local or standardized instruments. Sample objectives provided by the state board are organized into four goals: (1) knowledge and vocabulary; (2) science, technology, society; (3) scientific enterprise; and (4) science processes. From these goals local science objectives were developed and in each case more objectives were written for goal 1 than any other goal. Additional analyses and implications are cited. (RT)

ED 306 115 SE 050 515
Shashidhar, B. And Others
Population Education.
Pub Date—88
Note—217p.
Available from—M/s. Mahalakshmi Enterprises, Importers, Booksellers & Library Suppliers, 66, 6th Main IV Block, Rajajinager, Bangalore-560 010, India (40 rupees in price).
Pub Type— Reports - Descriptive (141) — Books (010) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Curriculum Development, Demography, Environment, Family Planning, *Foreign Countries, *Overpopulation, Population Distribution, *Population Education, Population Growth, Population Trends, *Preservice Teacher Education, Program Evaluation, Social Influences, *Teaching Methods, Vocabulary
Identifiers—*India
Population education has assumed enormous importance in the national and international arena, since population changes influence the quality of life of individuals, families, the nation and the world as a whole. Population education has, however, special significance to India since young persons below the age of 15 are reported to form about 42% of the total population. By providing adequate information

about population education to the students at different levels of pre-service teacher training programs, this book was undertaken to enable new teachers to understand the importance of population education, realize the need for teaching population education in a different and non-conventional way, and equip them with the required knowledge, attitudes and skills in order to participate more effectively and efficiently in the successful implementation of population education programs. Topics include: (1) trends in population growth; (2) population policies and programs in India; (3) curriculum development, teaching strategies, techniques, and evaluation of population education programs; (4) agencies involved in population education; and (5) related terminologies in population education. Contains a bibliography of over 100 references. (MVL)

ED 306 116 SE 050 516
Yore, Larry D. Russow, Joan E.
Toward a Unified Conception of Thinking.
Pub Date—89
Note—35p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989); Department of Social and Natural Sciences Symposium: Toward A Unified Conception of Thinking, (Victoria, British Columbia, Canada, April 4-5, 1989).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Cognitive Development, *Cognitive Processes, Cognitive Psychology, Cognitive Tests, Inquiry, *Metacognition, *Problem Solving, *Science Instruction, *Scientific Methodology, Synthesis
Identifiers—*Cognitive Sciences, *Constructivism
The Information Age has been shaping the conception of thinking in education through the capability of computerized problem solving, through the resulting application of the information processing model to human thinking, and through the theories emerging from other cognitive science research in metacognition, construction of knowledge, and scientific inquiry. This paper is organized to provide background on the fragmentation of thinking and potential unifying principles underlying the possible integration of fragments. Topics covered are: (1) skills-oriented approach; (2) metacognition; (3) constructivist approach; and (4) scientific inquiry. In each topic, the content, history, assumptions, advantages, and issues are discussed. This paper summarizes recommendations of the New Jersey Basic Skills Council for those who make educational policy, those who construct or select instructional materials, and classroom teachers. (YP)

ED 306 117 SE 050 517
Trumbull, Deborah J. Kerr, Patricia
University Researchers Inchoate Critiques of Science Teaching: A Case for the Study of Education.
Pub Date—89
Note—21p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Science, Higher Education, *Preservice Teacher Education, Science Instruction, Sciences, *Science Teachers, Scientists, Secondary Education, *Secondary School Science, Secondary School Students, *Teacher Education, Teacher Education Programs, Teacher Educators, Teacher Effectiveness, Teaching Methods, *Teaching Models, Teaching Skills
There is general agreement that the current teaching of secondary science is not as good as it should be. Different critics identify different weaknesses, but there is agreement that students are not learning how scientists make knowledge claims and use this knowledge. This paper assumes that one powerful influence on the development of teachers is the way they have been taught. An examination of conceptions held by scientists teaching university science courses indicates that university science teaching may have adverse influence on the development of secondary science teachers. The difficulty the researchers identify is that university science teachers take most aspects of teaching for granted and lack the theoretical framework to critique teaching practices and develop alternatives. It is hoped that the illustration of ways in which consideration of education concerns could lead to better university science teaching. Includes 18 references. (Author)

ED 306 118 SE 050 518
Leonard, William H.
A Review of Research on Science Laboratory Instruction at the College Level.
Pub Date—89
Note—9p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Science, Computer Uses in Education, Formal Operations, Higher Education, Inquiry, Instructional Effectiveness, Laboratories, Laboratory Procedures, Learning Strategies, *Manipulative Materials, Process Education, *Science Instruction, *Science Laboratories, Scientific Concepts, Teaching Methods
Identifiers—Science Education Research
This paper is a summary of much of the available research on college science laboratory instruction of the past decade with a focus on the effects of specific laboratory teaching strategies upon student learning outcomes. Some tentative interpretations from a review of the literature found are: (1) inquiry or investigative approaches in college laboratory science courses appear to be generally productive (newer, innovative approaches resulted in more students involved the greater use of inductive, and process skills); (2) students can be taught to improve their use of formal operational thought by the use of concrete, manipulative laboratory experiences (the more direct the student involvement in laboratory, the more the student appears to learn); (3) computer-based applications in the laboratory are of great interest to college science faculty and in some cases have been shown to be as or more productive than conventional methods; and (4) productive laboratory instruction appears to have students engaged in inquiry processes, in manipulation of experimental apparatus, and by teaching simultaneously, science process skills and science concepts. (MVL)

ED 306 119 SE 050 519
Punch, Keith F. Rennie, Leonie J.
Clarification of the Direction of the Affect-Achievement Relationship in Science.
Pub Date—89
Note—25p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989). Drawings may not reproduce well.
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Affective Measures, *Attitude Measures, Foreign Countries, Grade 8, Junior High Schools, Multiple Regression Analysis, *Predictor Variables, Science Education, *Science Interests, *Secondary School Science
Identifiers—Australia (Western Australia), *Science Achievement, *Science Education Research
This paper reports the results of a longitudinal study of the relationship between affect and achievement in high school science. The conceptual model for science-related affect proposes that students' enjoyment in, and enthusiasm for science are determined by their perceptions of their past performance in science, their expected future performance in science, and the perceived usefulness to them of science at school. Data were collected from 342 grade 8 students in their first year of high school at two urban middle class schools in Australia. Students studied three topics in each of the three terms of the academic year. Multiple linear regression was used to examine the direction of the relationship between science-related affect and achievement and to apportion variance common between previous and subsequent achievement and the components of science-related affect. It was found that affect is related more strongly to previous than to subsequent achievement, and that students' perceptions of their past performance in science form the most important component variable of science-related affect associated with both previous and subsequent achievement. (YP)

ED 306 120 SE 050 524
von Glasersfeld, Ernst
Abstraction, Re-Presentation, and Reflection, an Interpretation of Experience and Piaget's Approach.
Report No.—SRRI-209
Pub Date—89
Note—34p.
Pub Type— Books (010) — Reports - Descriptive (141) — Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Cognitive Development, *Cognitive Processes, Concept Formation, *Epistemology, Experience, *Philosophy, *Piagetian Theory, *Schemata (Cognition), Symbols (Mathematics)
Identifiers—Constructivism, *Locke (John)
In this paper, Piaget's theory is analyzed using Locke's philosophy. The first part, "Mental Experiences," describes the author's view (with a tentative interpretation of Piaget's position) of reflection, abstraction, re-presentation, and the use of symbols. The second part, "Piaget's Theory of Abstraction," has four sections: (1) "Form and Content"; (2) "Scheme Theory"; (3) "Four Kinds of Abstraction" (including empirical abstraction, projection, reflective thought, and pseudo-empirical abstraction); and (4) "The Question of Awareness." The paper concludes that there was no way to discover the meaning behind conceptual structures, but that all that could be done was to interpret the conceptual structures. The opposition between empiricism and rationalism is re-evaluated in the postscript. (YP)

ED 306 121 SE 050 526
Bush, Diane Dreistadt, Steve
Living with Insects in the Big City. Urban Insect Ecology and Safe Pest Management. A Science Curriculum for Grades K-3.
Latino Commission of Tri-State, New York, NY.
Pub Date—87
Note—74p.; Some drawings may not reproduce well.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Biology, Ecology, Economic Factors, *Elementary School Science, *Entomology, *Health Education, Insecticides, Pesticides, *Pests, Primary Education, Safety Education, *Science Activities, Science Curriculum, Science Instruction, Teaching Methods, *Urban Areas, Urban Environment, Urban Problems
This program has 10 units, each to be taught in 40-50 minute periods. Each unit includes a statement of purpose, concepts to be taught, a list of necessary materials, preparation, and graphics. Guidelines are provided for 10-15 minutes of introduction with classroom discussion, 15-20 minutes of activities and 5-10 minutes of wrap-up discussion. Recommendations for follow up activities are also included. A general introduction to insects can be found at the beginning of the curriculum. Detailed information on non-toxic pest control for some common pests has been included in the appendices. The five general insect graphics provided can be used throughout the project as visual aids and some suggestions for use have been included in specific units. Topics include: urban insects; live insects; chain of life; pesticides; media and insects; biting insects; kitchen insects; and pest management. Although the units have been developed to follow a sequence of concepts dealing primarily with non-toxic pest control, they can also be used separately as parts of any environmental or natural science curriculum. (MVL)

ED 306 122 SE 050 527
Sudsutaya, Nuntawun
Binary Number System Training for Graduate Foreign Students at New York Institute of Technology.
Pub Date—Feb 88
Note—141p.; M.S. Thesis, New York Insititute of Technology.
Pub Type— Dissertations/Theses - Masters Theses (042) — Reports - Evaluative (142)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*College Mathematics, *Computer Literacy, Foreign Students, Graduate Students, Higher Education, *Mathematical Concepts, Mathematical Logic, *Mathematics Achievement, Mathematics Curriculum, Mathematics Education, *Mathematics Instruction, Mathematics Materials
Identifiers—*Binary Coding, Mathematics Education Research
This thesis describes the design, development, implementation, and evaluation of a training module

to instruct graduate foreign students to learn the representation of the binary system and the method of decimal-binary conversion. The designer selected programmed instruction as the method of instruction and used the "lean" approach to develop the materials. The instructional book, designed specifically for non-computer background students who may have related work with computers was delivered to students at the New York Institute of Technology Metropolitan Center. Based on formative evaluation techniques, the instructional materials were tested and refined. Procedures were followed to ensure the validity and reliability of the materials. The final version of the book was successful–all students who failed the pre-test passed the posttest, and students had a positive attitude toward the program. The recommendations of the project include suggestions to extend the program content to addition, subtraction, multiplication and division in the binary system, as well as the inclusion of other number systems. Suggestions are also made to extend the learning process. Appendices included are: (1) "Project Planning"; (2) "Task Analysis"; (3) "Pretest"; (4) Post Test"; (5) "Instructional Materials"; (6) "Pre-Learning Questionnaire"; (7) "Post-Learning Questionnaire"; and (8) "Instructional Materials." (YP)

ED 306 123 SE 050 528
Barry, Dana Malloy
Hands On Math Using Colored Rods.
Pub Date—89
Note—8p.; Paper presented at a meeting of pre-service elementary math teachers, State University of New York, Potsdam, March 1989.
Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Education, *Elementary School Mathematics, Instructional Materials, *Manipulative Materials, *Mathematical Concepts, Mathematics Curriculum, Mathematics Education, *Mathematics Instruction, *Mathematics Materials, Teaching Methods
Students enjoy learning by doing and by manipulating objects. This paper describes classroom activities using rods with various lengths and different colors. The activities included are: (1) preparation of rods; (2) elementary addition and subtraction; (3) fractions; (4) concept of greater than, less than, and equals; (5) simple division and multiplication; (6) lesson on Roman Numerals; (7) making a bar graph; (8) pattern recognition; and (9) pattern of factorials. In each activity, the teaching method is discussed briefly. (YP)

ED 306 124 SE 050 529
Connell, Michael L. Ravlin, Susan B.
The Flagpole Factory: Providing a Referent for Linear Equations.
Pub Date—89
Note—17p.; Paper presented to the International Association for Computers in Education (New Orleans, LA, April 1988).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Assisted Instruction, Computer Oriented Programs, *Computer Software, Computer Uses in Education, *Equations (Mathematics), Mathematics Education, *Mathematics Instruction, Mathematics Tests, *Problem Solving, Secondary Education, Secondary School Mathematics, *Word Problems (Mathematics)
Identifiers—*Computer Assisted Problem Solving, Mathematics Education Research
A change of emphasis in mathematics education may be needed from a mechanical and computational focus to a problem-solving approach. A first step in facilitating this goal is to place children in situations emphasizing problem-solving skills, requiring them to develop and apply their own logic structures. This paper describes a microcomputer based interactive icon processor for use in helping students develop a referent base for the solution of systems of simultaneous linear equations. The instructional model used in this paper proceeds from the initial use of manipulatives through abstraction via four transitional problem types: manipulatives, sketches, mental pictures, and abstraction. The processor as an anthropomorphic expert is available when help or feedback is needed, and as currently implemented, possesses a certain degree of responsiveness to individual differences in problem-solving strategy. In addition, the computer keeps a chronological record of the operations a student using the software performs, as well as the number, content, and sequencing of hints given. A sample word problem and solution steps are appended. (YP)

ED 306 125 SE 050 530
Lehrer, R. And Others
Inquiry-Based Instruction of Pre-Proof Geometry with Logo.
Pub Date—[Jan 87]
Note—15p.; Drawings may not reproduce well.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Assisted Instruction, Computer Uses in Education, Concept Teaching, *Elementary School Mathematics, *Geometric Concepts, Geometric Constructions, *Geometry, Mathematical Concepts, Mathematics Curriculum, Mathematics Education, *Mathematics Instruction, Mathematics Materials
Identifiers—*LOGO Programing Language
This material describes a sequence of inquiry-based instruction with Logo that is designed to teach young children (fourth grade or younger) about pre-proof geometry. Pre-proof geometry includes concepts such as open versus closed paths, angles, lines, polygons, and relations among polygons. Inquiry-based instruction relies upon questions to help a student reflect upon actions. The curriculum is informed by the van Hiele model of thinking in geometry. Logo provides a concrete medium to help children make transitions from visually oriented thought to more descriptively oriented thought. Each instructional session is divided into declarative and procedural interpretations of concepts. Declarative interpretations present the basic facts required to distinguish between instances and non-instances. In contrast, procedural interpretations specify how to create an instance of the concept. The first three lessons are reviews of essential Logo concepts. Fourteen additional sessions for Logo instruction are included. Questions are provided in each session. (YP)

ED 306 126 SE 050 531
Bruckerhoff, Charles E.
Teachers on the Board: The Cleveland Collaborative for Mathematics Education.
Spons Agency—Ford Foundation, New York, N.Y.; Wisconsin Center for Education Research, Madison.
Pub Date—89
Note—55p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Reports - Descriptive (141) — Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Cooperative Education, Mathematics Curriculum, Mathematics Education, Mathematics Instruction, *Mathematics Teachers, Professional Development, Secondary Education, *Secondary School Mathematics, *Teacher Centers, *Teacher Improvement, Urban Education, *Urban Schools, *Urban Teaching
Identifiers—*Cleveland Collaborative for Mathematics Education
The Cleveland Collaborative for Mathematics Education (C2ME) intends to change the role and status of teachers of mathematics in Cleveland's public secondary schools. This report presents the perceptions, beliefs, and practices of the teacher members of the collaborative project. This research is based upon descriptive and historical data gathered from observations and interviews of teachers, principals, curriculum specialists, and students in the city's junior and senior high schools. The findings of this study are presented from the perspective of a mathematics teacher. The report begins with a description of the C2ME, which is followed by a presentation of the teacher's schedule and typical teaching day, and then presents details about urban youth and the problems faced by teachers of mathematics. Section II presents the teacher's view of the collaborative project as an important mechanism that provides support and direction for the reform of teaching mathematics. Finally, Section III covers three themes suggested by the data analysis that help to interpret the effects of the collaborative project: systematic management and technique; the homework curriculum; and the ideal department chair. The report closes with a summary of the findings, and a discussion of methodology. (YP)

ED 306 127 SE 050 532
Southwell, Beth, Ed. And Others
Proceedings of the International Conference of the International Group for the Psychology of Mathematics Education (8th, Sydney, Australia, August 16-19, 1984).
International Group for the Psychology of Mathematics Education.
Pub Date—Aug 84
Note—507p.; Collected papers were published before the conference. For an earlier proceedings, see ED 241 295. Contains small print which may not reproduce well.
Pub Type— Collected Works - Proceedings (021)
EDRS Price - MF02/PC21 Plus Postage.
Descriptors—Algebra, *Cognitive Processes, Computers, Concept Formation, *Educational Psychology, Educational Research, Geometric Concepts, *Learning Theories, Mathematical Concepts, Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, Mathematics Teachers, Number Concepts, Problem Solving, Research Problems, Teaching Methods
Identifiers—Mathematics Education Research
This document contains 53 plenary and contributed papers presented at the eighth Psychology of Mathematics Education (PME) meeting. Two plenary addresses focused on mathematics research in Australia and Japan, and problem solving and symbolism. Contributed papers were classified under 13 headings including: teaching and learning theory; cognition; representation; problem solving; operations; language; proportional reasoning; rational numbers; sex differences; attitude research; technological issues; general psychological theory of mathematics; and supplementary papers. A list of participants and table of contents complete the document. (CW)

ED 306 128 SE 050 533
Brandwein, Paul F., Ed. Passow, A. Harry, Ed.
Gifted Young in Science: Potential through Performance.
National Science Teachers Association, Washington, D.C.
Report No.—ISBN-0-87355-076-5
Pub Date—88
Note—407p.
Available from—National Science Teachers Association, 1742 Connecticut Avenue, NW, Washington, DC 20009 ($24.00 hardcover ISBN-0-87355-076-5; $17.00 softcover).
Pub Type— Information Analyses (070) — Reports - Descriptive (141) — Books (010)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Academically Gifted, Curriculum Development, *Elementary School Science, Elementary Secondary Education, Futures (of Society), Problem Solving, Science Curriculum, *Science Instruction, *Science Programs, *Secondary School Science, Teaching Methods, Unified Studies Curriculum
Thirty-four authors have joined to produce this book. Among them are natural and physical scientists, psychologists, historians, writers, scholars of curriculum and instruction, teacher educators, and teachers of the young. The contributors probe many methodologies including the place of unified concepts and processes; the interaction of the certainties of problem doing with the uncertainties of problem-solving; the hands-on approaches coupled with the brains-on ones, as well as the much needed hands-off ones. Thus, the tools of the student are strengthened with the hard-won tools of the scientist. The heart of this book opens a variety of opportunities to all who wish to help others press on with the arts of scientific investigation. Major areas of study include: how science for the gifted should be taught for the future; the purpose and principles of teaching the gifted in science; basis for planning curriculum and instruction; and personal reflections on teaching the gifted. The bibliography is structured into four parts: (1) general works (early and current studies); (2) traits of gifted individuals; (3) programs (strategies, tactics, and needed research); and (4) journals and publications of selected associations. (MVL)

ED 306 129 SE 050 534
Nickel, James W.
Values in Science.
Pub Date—[89]
Note—18p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Codes of Ethics, Credibility, *Ethics, Integrity, *Moral Values, Researchers, *Research

Problems, *Scientific Research, *Scientists, *Value Judgment, Values

Many people feel that the making of value judgments is an important aspect of the work of science. This paper explores some of the arguments in support of the claim that scientific work requires individual and social values and raises significant moral questions. Discussed here are: (1) the constitutive value of science; (2) the ethics involved in scientific work; (3) the decisions and risks of hypothesis acceptance; (4) theory appraisal; and (5) the significance of science values. The final section considers the implication of the presence of values and norms in scientific activity for the objectivity of scientific results. (CW)

ED 306 130 SE 050 536

Good, Ronald G.

Toward a Unified Conception of Thinking: Prediction within a Cognitive Science Perspective.

Pub Date—89

Note—22p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989), and at a University of British Columbia, Department of Social and Natural Science Symposium "Toward a Unified Conception of Thinking" (Victoria, British Columbia, Canada, April 4-5, 1989).

Pub Type— Reports - Descriptive (141) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Artificial Intelligence, *Cognitive Processes, *Cognitive Psychology, Expert Systems, Induction, Learning Processes, *Prediction, Science Education, *Science Instruction, Scientific Concepts

Identifiers—*Philosophy of Science, *Science Education Research

This paper draws from several disciplines to provide a foundation for making progress toward a unified conception of thinking in science education. Areas covered include: (1) the philosophy of science (discussing contextual realism); (2) cognitive psychology (describing development of scientific thinking skills); and (3) artificial intelligence (including machine learning). It is suggested that the mechanism of prediction should be incorporated into current learning and instructional theories in science education. Finally, research results exploring the role of prediction as part of an instructional strategy are discussed. A total of 28 references is appended. (YP)

ED 306 131 SE 050 537

Johnson, Brenda K.

Using Qualitative and Quantitative Methods To Determine Science Teacher Inservice Participants' Motivation To Learn.

Pub Date—89

Note—30p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (62nd, San Francisco, CA, March 30-April 1, 1989).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Demonstration Programs, Elementary Education, *Elementary School Science, Higher Education, *Inservice Teacher Education, *Motivation, Qualitative Research, Science Instruction, *Science Teachers, Scientific Attitudes, Statistical Analysis, Workshops

Both quantitative and qualitative evaluation methods were used to compare perceptions of teacher participants and non-participants in a Title II science update inservice program. The purpose of this article is to compare participants' and selected non-participants' perceptions of their motivations to learn using two evaluation methods. Qualitative evaluation methods were used to provide depth to the quantitative interpretations of the results. The 2-week Science Skills Inservice (SSI) for 15 teachers was conducted at Sioux Falls College in June 1988. Demographic responses of teachers in the SSI group were similar to the exemplary teachers who participated in a nation-wide study. Results of the Science Attitude Inventory indicated that teachers in the SSI group also had similar attitudes towards science as the exemplary teachers in the nation-wide study. A 6-month follow-up questionnaire ascertained the extent of perceived measurable change that had occurred as a result of the project. (MVL)

ED 306 132 SE 050 538

Braverman, Marc T. Yates, Mary Ellen

Enhancing the Educational Effectiveness of Zoos.

Pub Date—89

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, Educational Facilities, *Elementary School Science, Elementary Secondary Education, *Experiential Learning, Field Experience Programs, Field Instruction, *Field Trips, Instructional Materials, Motivation, *Nonformal Education, Process Education, Science Instruction, *Secondary School Science, Skill Development, Teaching Methods, *Zoos

This study addressed whether the educational impact of a zoo visit can be enhanced through the provision of appropriate instructional supports such as preparatory trainings or orientations. One important function of the educational process, in contrast to providing direct information or skill development, is to make the learner more sensitive to the learning environment by developing motivation and increasing skills in attention and/or selective perception. This is particularly significant when dealing with experiential education settings such as zoos, because those settings tend to be unstructured and the learner is more on his or her own. The subjects, Extension 4-H agents, were either presented an orientation lecture with slides, or given a packet of orientation reading materials. The two groups visited the San Diego Zoo in November 1987 as part of the annual meeting of the National Association of Extension 4-H Agents. Both of these groups were tested against a control group. This study demonstrated that orientation sessions can serve to boost the educational effectiveness of zoos, at least in the area of knowledge gain. The orientation did not increase the strength of attitudes and values related to zoos. (MVL)

ED 306 133 SE 050 540

Brickhouse, Nancy W.

Teachers' Content Knowledge about the Nature of Science and Its Relationship to Classroom Practice.

Pub Date—89

Note—33p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classroom Communication, Classroom Environment, *Classroom Observation Techniques, *College Science, Higher Education, *Knowledge Level, *Preservice Teacher Education, Science Education, Science Instruction, *Science Teachers, Scientific Attitudes, *Teacher Attitudes, Teacher Background, Teacher Behavior, Teacher Characteristics, Teaching Methods, Teaching Styles

This study examined teachers' content knowledge about the nature of science and how this knowledge was expressed in their classrooms. Understandings about science influence not only explicit lessons about the nature of science, but also shape an implicit curriculum concerning scientific knowledge. Consideration was also given to ways in which teachers' understandings about how students learn science in school influence teachers' beliefs and lessons about science. Seven precollege science teachers were interviewed to probe their knowledge about the nature of science. Three were asked to participate in the study based on their diversity of orientations. The teachers' knowledge about the nature of science, their roles as teachers, and their students' roles as learners were probed in a series of at least four hour-long, audiotaped interviews. Their classrooms were observed and audiotaped for at least 35 hours each over a 4-month period. During the interviews and the classroom observations the researcher was continuously involved in building, validating, and altering hypotheses concerning the teachers' content knowledge about the nature of science. The data from this study illustrates how teachers' views of science may be expressed in their classroom instruction. (MVL)

ED 306 134 SE 050 541

Bilingual Dictionary of Mathematical Terms: English-Chinese.

New York State Education Dept., Albany. Bureau of Bilingual Education.

Pub Date—88

Note—48p.

Available from—The University of the State of New York, The State Education Department, Bureau of Bilingual Education, Albany, NY 12234 (free while supply lasts).

Language—English; Chinese

Pub Type— Reference Materials - Directories/Catalogs (132) — Multilingual/Bilingual Materials (171) — Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Chinese, Dictionaries, Elementary Secondary Education, *Mathematical Concepts, Mathematical Formulas, *Mathematics Materials, *Symbols (Mathematics)

The bilingual dictionary has been adapted from a dictionary originally developed by Teresa Kow and Euphine Cheung in New York to assist Chinese students in their understanding of mathematics vocabulary and concepts in English. A total of 204 terms and definitions are provided in English with Chinese translations directly below the entries. Each entry has diagram/number representations. Students may use this publication as a dictionary, workbook, and supplement to their English language mathematics textbooks. (YP)

ED 306 135 SE 050 542

Duren, Phillip E. Kelly, Marguret

Increasing Minorities' Mathematics Preparedness: The College Readiness Program.

Pub Date—29 Mar 89

Note—8p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Blacks, *College School Cooperation, Cooperative Programs, *Hispanic Americans, Junior High Schools, *Mathematics Achievement, *Mathematics Curriculum, Mathematics Education, Mathematics Instruction, *Minority Groups, Secondary Education, *Secondary School Mathematics

Identifiers—*California

Black and Hispanic students have historically been underrepresented at state universities in relationship to the percentage of the population of these minorities in the state at large. With the increase of requirements from two to three years of high school mathematics, there is real concern that this underrepresentation will continue to worsen. The College Readiness Program (CRP) is intended to assist Black and Hispanic students in grades 6-8 achieve competence in higher order cognitive skills, and prepare them for enrollment in a high school college preparatory curriculum in mathematics. The CRP is unique in three respects: (1) supplementary/remedial curriculum; (2) focusing motivation and support; and (3) developing a partnership among middle-grade schools and universities. The selection method of participating schools and university student tutors, and evaluation method are described. The results going into the third year of implementation have been very promising in terms of enrollment in Algebra I, standardized test scores, and student attitude toward the program. The educational significance of the program is discussed. (YP)

ED 306 136 SE 050 543

Solomon, Alan Wroblewski, Joseph

Elementary Science-Magnet School Student Attitudes toward Science as Measured by Selected National Assessment of Educational Progress Items.

Pub Date—89

Note—61p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Elementary School Science, *Elementary School Students, Feeder Patterns, Intermediate Grades, *Magnet Schools, *Science Instruction, Science Tests, *Student Attitudes, Student Behavior, *Student Characteristics

Identifiers—*National Assessment of Educational Progress

A majority of the school districts that desegregate use magnet schools as part of their effort. Magnet schools offer enriched academic or vocational programs to attract committed students whose neighborhood schools do not offer the coursework and activities they seek. This paper is concerned with science magnet schools. This study was designed to determine if the implementation of a magnet school would generate more positive attitudes in the magnet school's students. The study group included 358

fourth-, fifth-, and sixth-graders, 177 in the elementary science-magnet and 181 in a neighboring school which served a similar student population. The measuring instrument was derived from the National Assessment of Educational Progress. It was reported that students enrolled in an elementary science-magnet school were more likely to identify science as their favorite or second favorite subject than their counterparts enrolled in a comparison school. The magnet school students wanted more science in school and were less likely to think that scientists were rich. The comparison school students felt that they would be able to help solve the problems of pollution, food shortages and disease and were more likely to use science in making decisions than their magnet school counterparts. The measuring instrument is appended. (MVL)

ED 306 137 SE 050 544
Shapiro, Bonnie L.
What Children Bring to Light: A Study of Personal Orientation to Science Learning.
Pub Date—87
Note—520p.; Ph.D. Thesis, University of Alberta. Pages with drawings may not reproduce well.
Pub Type— Dissertations/Theses - Doctoral Dissertations (041) — Reports - Research (143)
EDRS Price - MF02/PC21 Plus Postage.
Descriptors—*Cognitive Development, Cognitive Processes, Cognitive Restructuring, *Cognitive Structures, Elementary Education, *Elementary School Science, *Elementary School Students, *Learning Processes, Learning Strategies, Recall (Psychology), Schemata (Cognition), *Science Instruction, Teaching Methods
Identifiers—*Constructivism
This study develops and employs the construct, personal orientation to science learning, to study the processes by which children construct meaning as they learn science in school. The theoretical bases of the thesis are the commitments of a constructivist view of learning and the psychological framework of George Kelly's Personal Construct Theory. Methods appropriate to these theoretical foundations were used in the collection of information. These were: participant observation; a dialogical approach; an attitude of sensitive listening; stimulated video recall; and an adaptation of Kelly's Repertory Grid Test. Ongoing evaluation of idea development was also conducted with the six fifth-grade children in a selected study group and with the students in the classroom as a whole. Themes of personal orientation to learning emerged in the analysis of data and were used to revisit each child's science learning experiences. Guidance is offered for teachers interested in a serious consideration of the meaning of a constructivist view of the learner in the classroom. Suggestions are also made to assist teachers in the selection of experiences and curricula which will help students to become aware of their own orientations to science learning and how they might take greater responsibility for their own learning. (MVL)

ED 306 138 SE 050 547
Gerver, Robert Sgrol, Richard
Focus on Computational Errors for Teachers of Basic Skills Mathematics Programs. Monograph 139.
Report No.—ISBN-0-538-29246-6
Pub Date—Mar 89
Note—47p.
Available from—South-Western School Division, 5101 Madison Road, Cincinnati, OH 45227 (free while supply lasts; order no. SCH94-M89).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Arithmetic, *Computation, Decimal Fractions, Elementary School Mathematics, *Error Patterns, *Fractions, Mathematical Applications, Mathematics Materials, *Mathematics Skills, Mathematics Tests, *Percentage, *Whole Numbers
Students make errors in mathematics for a variety of reasons. It is the job of the educator to identify the source of these errors and to assist students in correcting them. The purpose of this monograph is to help identify, analyze, and evaluate students' computational proficiency. This monograph is divided into four sections: "Whole Numbers"; "Fractions"; "Decimals"; and "Percents." Each section is arranged according to specific computational skills. Each computational skill is examined via the following components: (1) skill (giving the specific computational skill to be examined; (2) example (offering a sample problem that could lead to typical student errors); (3) entry conditions (listing the mathematical prerequisites for mastery of the skill being examined); (4) correct solution (showing correct answer to the given sample); (5) errors, identification and analysis (highlighting typical student errors and analyzing their possible source); and (6) practice (providing problems similar in scope to the example). (YP)

ED 306 139 SE 050 548
Lounge, Joseph P. And Others
Micros and Elementary Math: Lesson Plans, a Directory of Software for Achieving Educational Objectives and Procedures for Evaluating Software.
Report No.—ISBN-0-918452-92-9
Pub Date—86
Note—146p.; For a related document, see SE 050 549. Cover title varies slightly.
Available from—Learning Publications, Inc., 3008 Avenue C, Holmes Beach, FL 33509 ($19.95).
Pub Type— Guides - Classroom - Teacher (052) — Book/Product Reviews (072)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Arithmetic, *Computer Assisted Instruction, Computer Software, *Computer Software Reviews, Computer Uses in Education, Elementary Education, *Elementary School Mathematics, Fractions, Geometry, Mathematical Concepts, Mathematics Education, *Mathematics Instruction, Mathematics Materials, *Microcomputers, Problem Solving
This book is organized in three major sections. The first section provides 15 lesson plans for the integration of activities involving computer uses in mathematics instruction. Each lesson plan includes grade level, objective, time, materials, important terms, background, suggestions, and activities. The second section provides a list of available math software covering addition; decimals; division; estimation; factoring; fractions; geometry; graphing; integers; money; multiplication; problem solving; rounding; and subtraction. Each software entry delineates the concepts to be taught, the appropriate grade levels, software titles and publishers, suggested retail costs, the types of computer hardware, and location of software evaluations. The third section describes human cognition and the evaluation questions for three categories of learning outcomes: verbal knowledge; intellectual skills; and cognitive strategies. Indices for software titles and publishers are included. Sample software evaluation forms are appended. (YP)

ED 306 140 SE 050 549
Lounge, Joseph P. And Others
Micros and Secondary Math: Lesson Plans, a Directory of Software for Achieving Educational Objectives and Procedures for Evaluating Software.
Report No.—ISBN-1-55691-015-0
Pub Date—87
Note—125p.; For a related document, see SE 050 548. Cover title varies slightly.
Available from—Learning Publications, Inc., 3008 Avenue C, Holmes Beach, FL 33509 ($19.95).
Pub Type— Guides - Classroom - Teacher (052) — Book/Product Reviews (072)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Algebra, Calculus, *Computer Assisted Instruction, Computer Software, *Computer Software Reviews, Geometry, Mathematical Concepts, Mathematics Education, *Mathematics Instruction, Mathematics Materials, *Microcomputers, Problem Solving, Secondary Education, *Secondary School Mathematics
This book contains three major sections. The first section provides 15 lesson plans for the integration of activities involving computer uses in mathematics instruction. Each lesson plan includes grade level, objective, time, materials, important terms, background, suggestions, and activities. The second section provides a list of available math software covering algebra; calculus; college math entrance examinations; geometry; graphing; logarithms; math games; basic math skills; problem solving; ratio and proportion; statistics and trigonometry. Each software entry delineates the concepts to be taught, the appropriate grade levels, software titles and publishers, suggested retail costs, the types of computer hardware, and location of software evaluations. The third section describes human cognition and the evaluation questions for three categories of learning outcomes: verbal knowledge; intellectual skills; and cognitive strategies. Indices for software titles and publishers are included. Sample software evaluation forms are appended. (YP)

ED 306 141 SE 050 553
DelForge, Clarence Clark, J. Milford
Effects of CAI Mathematics on Student Performance: A Nine Year Longitudinal Study.
Pub Date—[89]
Note—19p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Assisted Instruction, Dropout Rate, *Elementary School Mathematics, High Schools, Intermediate Grades, Longitudinal Studies, *Mathematical Enrichment, *Mathematics Achievement, Mathematics Education, *Mathematics Instruction
In 1976, students in the fourth, fifth, and sixth grades in a multigraded classroom who had evidence low mathematics scores on the Iowa Test of Basic Skills were selected to work on the Hewlett-Packard mathematics program for 10 minutes each day on a classroom computer. The higher performing students (the upper 55% of the class) were selected as a control grup and worked on the computer program for only 10 minutes per week. The experimental group showed project. A follow-up study of the performance rate of both groups on the North Carolina Competency Test in Mathematics was conducted when the students were in their eleventh-grade year: 35 of the original 51 students participated. The pass rate of students in the experimental group was significantly higher than that of students in the control group. (KM)

ED 306 142 SE 050 556
Walter, Martha L., Ed.
Communicating Science to the Public. Mass Media and Science: Worlds at Odds? A Panel Discussion
Michigan Univ., Ann Arbor. Michigan Sea Grant Coll. Program.
Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.
Report No.—MICHU-SG-87-900
Pub Date—Dec 87
Grant—NA-86AA-D-SG043
Note—44p.; Panel discussion presented at the Conference on Great Lakes Research sponsored by the International Association for Great Lakes Research (30th, Ann Arbor, MI, May 11-14, 1987).
Available from—Michigan Sea Grant Communications, 2200 Bonisteel Blvd., The University of Michigan, Ann Arbor, MI 48109 ($2.00).
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adults, Information Dissemination, *Information Sources, *Mass Media, *Public Education, Publicity, *Science Education, *Scientific Concepts, Scientists
Recent studies have revealed that a large percentage of the public believes that science is of great importance, but that the public's basic science knowledge is woefully lacking. These studies highlight a vexing problem: how can scientists, through the mass media, enlighten the tax-paying populace to their work, given that a sound foundation in basic science is broadly lacking? A panel discussion focused on improving the scientist/reporter interaction so that an interested, but basically unknowledgeable public, might better understand what happens behind laboratory doors, and gain greater appreciation for why the scientists' work is important and how that work might affect them. This publication contains the complete transcript of the 90-minute discussion, including comments and questions from the audience. The transcript was edited to improve readability; every effort was made to retain the import of each person's comments. (CW)

ED 306 143 SE 050 562
Dessart, Donald J.
A Review and Synthesis of Research in Mathematics Education Reported during 1987.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jan 89
Note—184p.
Available from—SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, OH 43212 ($12.50).
Pub Type— Information Analyses - ERIC Informa-

tion Analysis Products (071)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—College Mathematics, Elementary School Mathematics, Elementary Secondary Education, Higher Education, Mathematics, Mathematics Anxiety, *Mathematics Curriculum, Mathematics Education, *Mathematics Instruction, Mathematics Materials, *Mathematics Teachers, Problem Solving, *Research Needs, Secondary School Mathematics, *Teacher Education
Identifiers—*Mathematics Education Research
This is a narrative review of research in mathematics education reported during 1987. The purpose of this review is to extract from research reports ideas that may prove useful to school practitioners. Major sections are: (1) "Planning for Instruction" (relating historical developments, aides and grades, teaching approaches, problem solving, drill practice, mental computations, and attitudinal factors); (2) "Mathematical Content and Materials"; (3) "Individual Differences, Evaluation, and Learning Theory"; (4) "Teacher Education" (containing research on preservice and inservice teacher education); (5) "College Level Instruction" (considering prominent researchers and teachers, content, learning, prediction of success, word problems, student errors, remediation, computers, anxiety and sex differences); (6) "Research Summaries"; and (7) "Epilogue: Recommendations for Future Research" (identifying 11 problem areas). A total of 288 references are listed. (YP)

SO

ED 306 144 SO 019 234
Parker, Franklin
Textbook Censorship and Creation Science in Perspective. Revised.
Pub Date—8 May 88
Note—14p.
Pub Type— Historical Materials (060) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Freedom, *Censorship, *Course Content, *Creationism, Elementary Secondary Education, Evolution, Intellectual Freedom, *Moral Issues, Public Schools, *Religious Discrimination, Religious Factors, State Church Separation, *Textbooks
Identifiers—*New Christian Right, Religious Fundamentalism, Religious Movements, Secular Humanism
The New Christian Right (NCR) has long wanted to impose fundamentalist Christian virtues and values on the United States. This paper discusses fundamentalist movements since the Scopes trial and assesses their impact on public school education. The NCR holds that traditional God-centered Christianity has been replaced in U.S. society and schools by a humanity-centered secularism, and that this reliance on man instead of God has caused many of our modern ills. NCR has challenged the constitutional separation of church and state and has often won short-term skirmishes. Evolution/creation science controversy, including the Scopes trial of 1925, and the decline and subsequent revival of evolution teaching in the following years is examined. In 1969, California enacted a requirement that creation science and evolution receive equal teaching time. Textbook censorship in West Virginia and Alabama is outlined and calls for schools to come under church control are presented. The use of "secular humanism" by the religious right is examined, as is the "secular humanist conspiracy." Finally, the removal of religion from textbooks and its recent re-emergence as an important topic of public school study is explored. The persistent danger of the New Christian Right is in the fundamentalists' absolutism and their pursuit of long-term goals. Eternal vigilance alone can safeguard that delicate constitutional balance which allows any religion to rise and flourish but not to dominate U.S. society and schools. A 37-item bibliography is included. (GEA)

ED 306 145 SO 019 689
Reinke, Robert And Others
Marketing and Advertising: Procter & Gamble Insights into Economics.
Spons Agency—Procter and Gamble Educational Services, Cincinnati, OH.
Pub Date—Sep 88
Note—81p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Advertising, Case Studies, Class Activities, *Consumer Education, *Economics, *Economics Education, Free Enterprise System, *Instructional Materials, *Marketing, Secondary Education, Simulation, Units of Study, Worksheets
Identifiers—Market Economy, Market Research
Featuring real-life examples that show economic principles at work, this document contains teaching units which are designed to supplement basic economics and consumer education textbooks in social studies, home economics, and business education classes. Written for grades 9-12, and adaptable for grades 7-8, the materials bring economic principles to life by presenting case studies of real business activities. Each unit contains all necessary materials for the activities, including overheads and student worksheets. Units are designed for use in one or two class periods, and can be used independently or in conjunction with others. Unit 1 introduces students to the dynamics of exchange in a market economy. Students learn the principles of choice, utility, scarcity, supply, demand, and exchange in activities featuring barter, currency, and auctions. Unit 2 uses a case study of Head & Shoulders shampoo to highlight the consumers role in bringing a product to market. Students conduct a market research study and examine the implications of their findings. Unit 3 helps students understand why businesses must continually assess and respond to consumer's needs and wants. Unit 4 features a simulation activity in which students become board members of a major corporation and deal with market research, product research and development, test markets, product costs, pricing, and profit. Unit 5 offers a variety of activities to help students learn about the role of advertising. For example, they explore and evaluate the advertising methods used to promote Crest toothpaste since its introduction in 1956. (GEA)

ED 306 146 SO 019 785
Gill, Wali
Multicultural Perceptions of Minority Students Majoring in Education.
Pub Date—22 Oct 88
Note—31p.; Paper presented at the National Third World Studies Conference (11th, Omaha, NE, October 20-22, 1988).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Cultural Awareness, Cultural Pluralism, *Curriculum Development, Educational History, *Education Majors, Higher Education, Minority Groups, Minority Group Teachers, *Multicultural Education, *Preservice Teacher Education, Questionnaires, Racial Bias, *Student Attitudes, Surveys, Undergraduate Students
Few educational issues have created as much polarization as multicultural education. Its history in the United States has been varied and diverse in opinion, policy, and reform. The multicultural overview can be delineated from pluralism, to the intergroup movement, to self-determinism by ethnic groups, to a "new pluralism," to present-day global education perspectives. While some educators have focused on policy and pedagogy, and others have called for the training of multicultural sensitive teachers, one overlooked consideration has been the perceptions of prospective teachers. The perceptions of future minority teachers may be a more accurate indicator of areas worthy of discussion and in which to promote cultural understanding in the classroom. The purpose of this study was to establish a basis for and to initiate the development of a prototype questionnaire for use in designing multicultural curriculum and courses of study. Eighteen minority undergraduates majoring in education provided information on perceptions of their knowledge and experiences in the areas of definitions, ethnic history, development and parental influence, self-assessment, and the degree to which they were most like White Americans in 10 categories including economic conditions, education, religious values, etc. A 35-item questionnaire entitled, "Future Minority Teacher Questionnaire," was developed for the study and is included in the appendix. Results are discussed and presented in tables. Findings reveal that future minority teachers have contrasting knowledge of definitional terms, lack knowledge of Asian history, and have been exposed to traditional developmental experiences. The limitations of the study and the need for further research are discussed. A 41-item bibliography is included. (GEA)

ED 306 147 SO 019 786
Morse, Julie C.
Using the Newspaper in Upper Elementary and Middle Grades.
American Newspaper Publishers Association Foundation, Washington, D.C.
Pub Date—86
Note—95p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Curriculum Guides, Educational Resources, *Elementary School Curriculum, *Instructional Improvement, *Instructional Innovation, Intermediate Grades, Junior High Schools, Language Arts, Learning Activities, Lesson Plans, Mathematics Education, *Newspapers, Science Education, Social Studies, Student Interests, Teaching Methods, Worksheets
Identifiers—*Newspaper in Education Program
Newspapers are valuable educational resources because they contain material that is varied, up-to-date, and interesting to students. This document is a guide for elementary and middle school teachers who want to incorporate newspapers into daily classroom instruction. There are ten lessons for each of the five subject areas covered. Each lesson describes its objective, lists materials needed, and provides detailed teaching instructions. In addition, a list of 20 supplementary activities follows each section. Section 1, "Know Your Newspaper," contains lessons about the newspaper itself. Students learn about newspaper make-up and terminology, news story forms, news writing styles, the role of advertising in the newspaper business, and the role of the newspaper in a democracy. Section 2, "Language Arts," includes plans for using newspapers to develop grammar and writing skills, foster creative writing and critical reading, and improve student listening and reading comprehension skills. Section 3, "Science," contains lessons that teach how science affects daily life. Students study newspaper weather reports, identify science-related jobs, examine scientific aspects of the newspaper industry, and explore scientific issues in the news. Section 4, "Math," contains lessons that help students shop wisely and see real-life applications for mathematics. They learn about the stock market, practice metric measurement, study newspaper charts and graphs, and use the sports section to practice basic mathematics skills. Section 5, "Social Studies," includes plans that teach about current events, cultural differences, geography, and the responsibility inherent in U.S. citizenship. Eighteen worksheets, corresponding to specific lessons, are included in the appendix. (GEA)

ED 306 148 SO 019 788
Sears, David O. Weber, Joseph Paul
Presidential Campaigns as Occasions for Preadult Political Socialization: The Crystallization of Partisan Predispositions.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date—24 Aug 88
Note—73p.; Paper presented at the Annual Meeting of the American Political Science Association (84th, Washington, DC, September 1-4, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adolescents, Attitude Change, Attitude Measures, *Childhood Attitudes, *Mass Media Effects, Opinions, Parent Attitudes, *Parent Influence, Political Affiliation, *Political Attitudes, Political Influences, *Political Socialization, Preadolescents, *Presidential Campaigns (United States), Television
A key determinant of the persistence of preadult's political predispositions is the strength of the residues of preadult political socialization. Neither the strength of those residues, nor the impact of major socialization experiences on attitude strength, has been examined closely in the past. Political socialization proceeds through a series of periodic event-triggered occasions for political communication. The data for this study come from an investigation of preadults (aged 10-17) and their parents at the beginning and at the end of the 1980 presidential campaign, and a follow-up study one year later. By measuring attitude strength, affective intensity, attitudinal power and stability, domain differences, and the effects of family political communication versus political television exposure, a marked jump in the

preadult's political socialization occurs, more so for younger children than older ones or for parents. Parental political socialization of children worked most powerfully on the younger children, while political television strengthened the basic political attitudes of the older children. A list of 84 references and 9 tables of statistics are included. (PPB)

ED 306 149 SO 019 793
Mayton, Daniel M., II
Intensive Nuclear War Education: Inducing Attitude and Behavior Changes.
Pub Date—14 Aug 88
Note—27p.; Paper presented at the Annual Meeting of the American Psychological Association (Atlanta, GA, August 12-16, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—College Students, *Controversial Issues (Course Content), *Course Descriptions, Educational Research, Higher Education, *Nuclear Warfare, *Outcomes of Education, Peace, Political Issues, Pretests Posttests, *Student Attitudes, *World Problems
Identifiers—*Nuclear Education, Nuclear Freeze
Nuclear war education has become a topic of concern among educators who, on one side, see it as an essential component of undergraduate education or, on the other, see it as political indoctrination dominated by direct and indirect Soviet interests. This study assessed the affective impact of an intensive (eight hours per day for five straight days) interdisciplinary course on nuclear war issues. Twenty-one volunteer college students completed the Rokeach Value Survey, Modified World Affairs Questionnaire, Nuclear Freeze Questionnaire, Nuclear Anxiety Questionnaire, and the Werner-Roy Nuclear Activism Scale immediately before and after the course, and again over eight months later. Immediately after the class, students had changed their attitudes and beliefs concerning civil defense; nuclear war escalation, outcomes, and probability and worry; nuclear concern and support; fear of the future; and nuclear denial. They were much more positive about a nuclear freeze and their intention to act in support of a freeze. Eight months later, their concern had not changed significantly. They maintained significantly increased beliefs in the positiveness of nuclear freeze, but were less likely to act in support of it. In summary, several attitudinal variables remained changed while most did not differ significantly from students' pre-course levels. Four tables detailing pre- and post-test results are included, as is a course syllabus. A 22-item bibliography is provided. (GEA)

ED 306 150 SO 019 795
Clarken, Rodney H.
The Highest State of Being and Knowing.
Pub Date—9 Apr 88
Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, New Orleans, LA, April 4-9, 1988).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—History, *Ideology, Learning Theories, Opinion Papers, *Philosophy, *Psychologists, Role Models, Values
Identifiers—*Historical Influences, *Philosophers
This paper identifies the most influential paradigmatic individuals in human history, Socrates, Confucius, Buddha, Jesus, Muhammad, and Baha'u'llah, and presents their individual conceptions of the highest state of being and knowing, comparing the commonalities of those conceptualizations. Each proposes a state that might be described as selflessness and detachment from the world. For Socrates, this is the acceptance of one's own ignorance; for Buddha, it is the acknowledgement of the impermanence of self and the world; for Confucius, it is the path of virtue and benevolence; for Jesus, it is the acceptance of faith; for Muhammad, it is the submission to the will of God; and for Baha'u'llah, it is being poor in the things of the created world, but rich in things of God's world. The present day conceptions of human development by Jean Piaget, Abraham Maslow, Lawrence Kohlberg, and Ken Wilber are presented and compared to those highest states of being and to each other. (PPB)

ED 306 151 SO 019 799
Perspectives: Using Historical Documents To Think about NIF Issues.
National Archives and Records Service (GSA), Washington, D.C.
Pub Date—88
Note—13p.; Portions contain marginally legible type. Document printed on colored paper.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Acquired Immune Deficiency Syndrome, Controversial Issues (Course Content), Critical Thinking, *Current Events, *Educational Resources, Elementary Secondary Education, Health Care Costs, Health Insurance, *History, *History Instruction, Older Adults, *Primary Sources, *Resource Materials, Social Studies, Venereal Diseases, Welfare Services
Identifiers—Debt (Financial), *Historical Materials, National Issues Forum
The purpose of using historical documents in the classroom is to generate and enhance discussion by providing a historical perspective for issues. Five documents are included in this packet and are to be used as a supplemental material for the National Issues Forum (NIF) topics. Issues raised include (1) an analysis of the documents and (2) comparison of the choices involved in each topic. Two documents concern the U.S. government's policy toward venereal disease (VD) during World War I and World War II. Examination and discussion of these documents add historical perspective to the choices now faced in coping with AIDS. Questions focus on changes in attitude over time and similarities between AIDS control today and VD control as shown in the documents. The next two documents concern arguments in the mid-1930s about national health insurance. One is a letter to President Franklin D. Roosevelt from the Welfare Council of New York City. They can add historical perspective to contemporary issues of health care for the elderly. Questions focus on the role of the federal government toward individuals, the concept of social engineering, and state control of medicine, and "spreading the burden" of health care. The final document concerns the public debt in the mid-1950s during the first term of President Dwight D. Eisenhower. Examination and discussion of the document adds historical perspective to the current public debt controversy. Questions compare current and contemporary thought about reducing public debt and consider how the fear of communism was used to support balancing the federal budget. (GEA)

ED 306 152 SO 019 800
Saleemi, Abdul Hamid
Islamic Values and Commitment among Hausa Muslim Students: An Empirical Study.
Pub Date—Jul 87
Note—310p.; Ph.D. Dissertation, Bayero University.
Pub Type— Dissertations/Theses - Doctoral Dissertations (041) — Reports - Research (143)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors—Foreign Countries, *Islamic Culture, *Religion, *Religious Factors, Religious Organizations, *Sex Differences
Identifiers—Glock and Stark Theory of Religious Commitment, *Muslims, Muslims (Hausa), *Religious Commitment, Religious Experiences, Religious Practices
This research examined two separate but related issues in Nigerian education. One, it attempted to assess the impact of Islamic and Western-type institutions upon the acquisition of religious knowledge and performance of religious duties among Hausa Muslim youth. Second, it addressed itself to measuring the religious devoutness of Muslims by applying the Glock and Stark Theory of Religious Commitment. The study developed scales appropriate to Muslims to measure religious practices, religious knowledge, religious beliefs, attitudes towards religion (Islam), and consequences of religion. Attitude toward work was also measured and was correlated with religious commitment. Findings revealed that religious institutions were effective in imparting religious knowledge in females, but had little impact on males. Conversely, in the case of religious practice, males showed a positive impact of religious institutions, while females indicated the lowest religious practice score. The study found that urban/rural variables had no significant effect upon religious commitment and that students from lower socioeconomic levels were more committed to their religions than were those of high socioeconomic status. Somehow religious practices of this group have shown to be poor indicators of religious commitment. It is recommended that Islamic institutions should be given a clear and explicit mandate so that both teachers and students know what they are expected to achieve. Religious knowledge should be imparted in an ordered, integrated manner to show its relevance to other domains of knowledge and its importance to the realities of everyday life. Survey instruments are provided and results are presented in 16 tables. A 260-item bibliography is included. (Author/GEA)

ED 306 153 SO 019 812
Wangermee, Robert And Others
Appraisal of Cultural Policies: An Experimental Programme.
Council of Europe, Strasbourg (France). Directorate of Education, Culture and Sport, Documentation Section.
Pub Date—88
Note—10p.
Journal Cit—Cultural Policy: News Report from the Council of Europe; n1-2 1988
Pub Type— Collected Works - Serials (022) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Area Studies, *Cross Cultural Studies, *Cultural Awareness, Culture Contact, European History, Foreign Countries, *Government Role, *Intercultural Communication, Western Civilization
Identifiers—Europe, *European Community, *France
A comparative evaluation program of the national cultural policies of European countries was proposed by the Council of Europe in 1985 with a view toward enhanced cooperative action in European cultural policies. These national reviews are comprised of four stages: (1) the preparation of a report by each country with regards to creation, decentralization, and diversification of the target populations; (2) an examination of that survey by an international panel of experts; (3) a meeting of that panel and the chief official responsible for culture; and (4) a dissemination of those findings. This document includes excerpts from a French report which begins with the cultural policies of the Fifth Republic (1966-1970) and includes discussion of the objectives of French cultural policy, how that policy is planned, the role of the Ministry of Culture, Parliament, an assessment of the effectiveness of those policy measures, and the comments by the panel of experts. A news section on recent meetings in Europe on cultural issues follows. (PPB)

ED 306 154 SO 019 813
A Citizens' Agenda for the President.
Roosevelt Center for American Policy Studies, Washington, DC.
Pub Date—Nov 88
Note—58p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Budgeting, *Citizen Participation, *Federal Legislation, Needs Assessment, *Policy Formation, *Political Attitudes, *Public Opinion
Identifiers—Deficit Spending, *Forums
A citizens' agenda for the President concerning the establishment of national priorities, proposed of increased federal spending, and the reduction of the federal deficit through budget cuts or increased revenues was developed by the Roosevelt Center for American Policy studies through their sponsorship of a series of Presidential Agenda Forums at 13 regional sites between September 17 and November 7, 1988. Approximately 1,000 U.S. citizens participated in these forums, and their budgetary choices were integrated with the 1993 deficit projected by the Congressional Budget Office to produce a composite federal budget for 1993 that cuts the projected deficit by 41%. The three highest priorities selected by the forums that the President should consider are: (1) reducing the federal deficit; (2) improving the quality of education; and (3) solving energy and environmental related issues. Child care, education, and energy and the environment were the three most pressing areas where the federal government should spend more. An overwhelming majority favor reduced defense spending and an increase in taxes on tobacco, alcoholic beverages, and gasoline. The three main themes that reappear nationally are to: (1) concentrate on problems at home with renewed vigor; (2) place economic competitiveness at the top of the foreign policy agenda; and (3) prepare for the future generations of the United States. The agenda concludes with ranked tables of the proposed deficit reduction areas, proposed additional federal spending areas, proposed Presidential priorities, and lists of the forum sites

and participants. (PPB)

ED 306 155 SO 019 818
Lebryk, Ann L.
Changing the Way We Teach Art: Discipline Based Art Education.
Pub Date—4 Apr 88
Note—41p.; Exit Project, Indiana University at South Bend.
Pub Type— Reference Materials - Bibliographies (131) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Aesthetic Education, *Art Education, Art Expression, *Art History, Art Teachers, *Curriculum Design, *Curriculum Development, Elementary Secondary Education, Instructional Improvement, Intellectual Disciplines, Lesson Plans, Teaching Methods
Identifiers—*Art Criticism, *Discipline Based Art Education
For art to become a discipline of study in the schools, art programs should be structured in ways that benefit the majority of students, not just a talented few, and must contain substantive content sequenced across all grade levels in a written curriculum. The development of discipline-based art education started in 1965 with the Pennsylvania State University Seminar for Research in Art Education, then continued with the Getty Center for Education in the Arts establishing Institutes for Educators on the Visual Arts in 1983 and 1984. The content of discipline-based art education consists of four areas of learning: aesthetics, art history, art criticism, and art production. Currently art education emphasizes art production at the expense of the other aspects, focusing on creative enjoyment rather than academic competence. The paper includes a glossary of art terms and an annotated bibliography covering: (1) the need for a change to discipline-based instruction; (2) the theories and issues of that instruction; (3) effective lesson plans and teaching methods in the four areas of discipline-based instruction; and (4) some concerns for the implementation of such programs. (PPB)

ED 306 156 SO 019 824
Carter, John Marshall
Sports in the Social Studies: A Course Guide.
Pub Date—[88]
Note—44p.; Contains copies of photographs which may not reproduce clearly.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—College Curriculum, *Curriculum Guides, Elementary Education, Higher Education, *History, Secondary Education, *Social Studies
Identifiers—*Sport History
Although devised for the college level, this teaching guide could serve as a foundation for the development of courses in sports history or to supplement existing courses in the social studies curriculum at either the elementary, middle, or high school level. The guide is organized into three section: (1) preliminaries, consisting of two sample introductory lectures and a student profile questionnaire; (2) an outline of sports history which includes outlines for 19 lectures ranging from "Sports in the Ancient Near East" to "Sport Themes in the U.S.A.: 1925-1988"; and (3) suggested student activities, primarily consisting of suggested essay topics derived by looking at pictures of sports activities. A bibliography and book review preparation guide are included. (PPB)

ED 306 157 SO 019 826
Larsson, Yvonne
Peace and Violence in the School: A Constructive Curriculum. Selected Papers Number 59.
Foundation for Child and Youth Studies, Rozelle (Australia).
Report No.—ISBN-0-947193-60-X
Pub Date—88
Note—22p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Achievement Need, Attitude Change, Change Agents, *Change Strategies, Competition, *Cooperation, Curriculum Development, Elementary Education, *Prosocial Behavior, Secondary Education, *Stereotypes, *Teaching Methods, Violence
Identifiers—*Peace Education, *Peace Studies
In order to promote peace in our personal lives and in our world it is necessary for teachers to espouse peace education throughout the process and content of their educational systems. Peace education refers to a non-authoritarian educational process that is compatible with peace and avoids all structural violence, not just education about peace. Peace research and peace education require a third vital element, peace action, to promote the desired results of developing social literacy skills in students for responsible non-violent participation within a democratic society. Parents and teachers play a critical role in facilitating positive peace actions in the personal, home, and school environment of the student. At the elementary level, cooperative games and group play with an emphasis on sharing promote this environment. Instruction on the nature of conflicts, the activities of peace workers, and the role of peace heroes begin in the later years of primary school. At the secondary level, methods of mutual or group problem-solving incorporating peaceful social change provide the basis for continued peace education. Teachers should avoid stereotyping at every educational level by indicating that all cultures and peoples are in a process of continuous development. The paper concludes with a list of references, agencies and centers, suggested fiction and general studies for elementary and secondary students, "Educating for Peace" series titles on curriculum ideas, and two "Young Peacemakers" activities for elementary students. (PPB)

ED 306 158 SO 019 827
Geography Education and the States: A Report on a 1988 Geography Education Survey of State Education Agencies.
Council of Chief State School Officers, Washington, D.C.
Pub Date—Oct 88
Note—24p.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Curriculum Evaluation, *Educational Assessment, Elementary Education, *Geography Instruction, National Surveys, *Required Courses, Secondary Education, *Social Studies, State Departments of Education, *State Programs, *Teacher Certification, Teacher Education
This survey of the nation's state education agencies provides information on geography education in elementary and secondary schools. The questionnaire was sent to all 56 state and extra-state jurisdictions, and covered five areas: (1) state requirements for study of geography; (2) geography as part of other disciplines; (3) state personnel responsible for geographic instruction; (4) teacher training requirements; and (5) recommendations of how the Council of Chief State School Officers can help strengthen geography instruction. The survey reveals a strong interest by the respondents in geography education, with a majority favoring an increased emphasis on and improvement in geography instruction at all grade levels, with state and district level workshops for teachers and administrators being cited as the best way to improve classroom instruction. This survey had a respondent rate of 89 percent, and the report includes the original survey instrument with the results. (PPB)

ED 306 159 SO 019 829
Lally, John L. And Others
Developing a Library Module for a Compensatory Section of a Social Science Core Course.
Pub Date—89
Note—16p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Development, Cognitive Style, *Compensatory Education, Course Integrated Library Instruction, Higher Education, Humanities, Integrated Curriculum, Learning Strategies, *Library Instruction, *Library Skills, *Remedial Instruction, *Remedial Programs, *Research Skills, Social Sciences
A library module skills development component that acquaints students with the organization and location of materials in the library has been developed as part of a coordinated core curriculum for academically deficient students requiring compensatory course work in the social sciences and the humanities. The library sessions, conducted by the librarian and attended by the instructors and students, instruct the students in the usage of "Library of Congress Subject Headings," the card catalog, and periodical indexes, which the student must use in order to write a two paragraph paper relating information found in one source to information found in another. A sample topic is researched to demonstrate library skills and a sample report is distributed which illustrates proper writing, footnote, and bibliographic style. Although vigorous evaluative measures have not been applied, a reading of the completed student papers and a later survey of the student's impression of the library module's impact on their subsequent coursework suggest that the program has a positive influence. Not only have their reading and writing skills improved, but also their abilities to synthesize ideas. A reduced anxiety level concerning library usage has contributed to the development of basic skill levels in library research practices. (PPB)

ED 306 160 SO 019 830
Hobbs, Sandy Mackie, Stirling
Mass Media Representation of Teaching: A Behaviour Analysis Approach.
Pub Date—30 Jul 88
Note—14p.; Paper presented at the European Meeting on the Experimental Analysis of Behaviour (2nd, Liege, Belgium, July 26-30, 1988).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Audiences, Classroom Communication, *Content Analysis, Film Criticism, *Films, Foreign Countries, Mass Media, *Mass Media Effects, *Media Research, Research Methodology, *Teacher Student Relationship
Although psychological studies of the mass media have been dominated by cognitivist and psychodynamic concepts, a study of the mass media using a behavior analysis method may be used to analyze the content of the mass media. By applying that analysis to fictional teacher-learner interactions an interpretation of those relationships can be made and compared to similar analyses of real situations to see what features are held in common. An application of the EXRIB system (Hobbs and Kleinberg, 1978) to film and cartoon depictions of teacher-student behavior may show that meaningful relationships exist between media content and audience behavior. The paper is illustrated with examples and problems of interpretation are discussed. (PPB)

ED 306 161 SO 019 831
Schnell, James A.
The Merging of Traditional Chinese Medicine and Western Medicine in China: Old Ideas Cross Culturally Communicated through New Perspectives.
Pub Date—[Jun 87]
Note—12p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cross Cultural Studies, *Cultural Exchange, Culture Contact, Foreign Countries, *Medical Evaluation, *Medical Research, *Medical Services
Identifiers—*China, *Traditional Healing
Cross-cultural communication between China and the West, instigated in 1979 by the establishment of an open-door policy in China, has led to the merging of Traditional Chinese Medicine (TCM) with the medical practices of the West. The result of these medical exchanges is a blending of medical practices that proves to be more effective in the treatment of health problems than either could accomplish singly. These collaborative efforts are encouraged by such publications as the "Journal of Traditional Chinese Medicine," founded in 1981, the first Chinese periodical on TCM published in English, and various symposia held in both the West and China. While many Chinese and Western ideas relating to medicine are fundamentally foreign to each other (Yin and Yang, blood transfusion), the benefits to be derived from this blending of approaches to health care are well worth the efforts required for mutual understanding. A bibliography is included. (PPB)

ED 306 162 SO 019 833
McCorkle, Sarapage Cohen, Margaret W.
Field Dependence/Field Independence and Student Achievement in Economics.
Pub Date—Apr 88
Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, New Orleans, LA, April 4-9, 1988).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, *Cognitive Ability, *Cognitive Measurement, Cognitive Pro-

cesses, Economics, *Economics Education, *Field Dependence Independence, *Intelligence Tests, Postsecondary Education, Regression (Statistics), Statistics

This study was designed to test the hypothesis that relatively field independent students will perform at a significantly higher level than relatively field dependent students in college-level, introductory economics courses. Previous studies focused on comparative pedagogies, or an examination of the student variables of gender, ability, socioeconomic status, and age. The study employed one theory of cognitive style to examine the relationship between field dependence/field independence as a process variable and student achievement in economics. Field dependent students were viewed as being more globally oriented, more accepting of the "whole", while field independent students were more analytical in their information processing characteristics, and would be more successful in applying the basic analytical methodologies employed by introductory economic texts. Students in two introductory microeconomics courses at an urban, midwestern university made up the sample. Data were collected through the use of four instruments: (1) the Group Embedded Figures Test (GEFT); (2) the Revised Test of Understanding in College Economics (TUCE); (3) the Attitude Towards Economics (ATE) section of the Survey of Economic Attitudes; and (4) a student questionnaire, as well as SAT (Scholastic Aptitude Test), ACT (American College Test and SCAT (School and College Ability Test) scores. Achievement and learning were measured and tested using a linear regression model. Statistical significance of cognitive style occurred when achievement was specified as the change in knowledge relative to the initial level of understanding. A discussion of the possible implications of the research, tables of statistics from the research, and a 17-item bibliography are included. (PPB)

ED 306 163 SO 019 834
Lamott, Stephen
Bias in the Social Studies Curricula.
Pub Date—21 Nov 88
Note—6p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum Development, Economics, Educational Change, Educational Improvement, *Educational Trends, Elementary Secondary Education, Minority Groups, Racial Bias, Racial Discrimination, Racial Factors, Role Models, *Social Studies, *Textbook Bias, Textbook Selection, United States History
Identifiers—State Level Textbook Adoption

There has always been a traditional bias in the learning materials used in schools. Due to a growing awareness of this bias, educators have become sensitive to the need for change in curricular materials. The trend in textbook publication has been to pretend that discrimination no longer exists in the United States. The extensive textbook portrayal of minority individuals in non-traditional roles seemingly supports arguments that minorities as a whole are enjoying greater prosperity and happiness than ever before. Publishers must please educators from a few powerful states that use adoption procedures of textbook assignment and constitute a large share of the marketplace. Deviation from states' wishes is financially unsound for publishers, therefore, textbook writers must conform to standards imposed upon them by others. Although small publishers sometimes risk producing textbooks that place quality over salability, their impact is limited by meager funds for sales campaigns and state regulations governing educator contact with authors. Economics books lack material about black and Hispanic unemployment and the issue of illegal immigration. Most social studies texts do not discuss the realities of poverty and racism. Ethnic conflict is being ignored in U.S. history books, tearing students between textbook ideals and the real-life existence of discrimination. These problems might be solved with the establishment of a national mediation board that would delineate the qualities of good textbooks, determine acceptable subjects for publication, and unite educators, writers, and adoption committees to agree on the most usable, profitable, and acceptable curricular materials. (GEA)

ED 306 164 SO 019 835
Paulston, Rolland G.
Non-Formal Education Contributions to Scandinavian and North American Popular Movements.
Pub Date—24 Oct 88
Note—30p.; Paper presented at the New Sweden '88 Seminar on "Workers Education: Comparing Non-Formal Adult Learning in Sweden and the USA" (New York, NY, October 24, 1988). Contains several figures which may not reproduce clearly.
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Educational Innovation, *Folk Culture, *Folk Schools, *Nonformal Education, *Nontraditional Education, Postsecondary Education, Secondary Education, *Social Change, Social Problems
Identifiers—Denmark, Finland, *Folk High Schools, *Scandinavia, Sweden

Non-formal adult educational programs in Scandinavian and North American popular movements have often been used to advance popular, democratic movements in both areas. Folk schools are often viewed as a panacea for social and educational problems, but as the findings here demonstrate, it is not just education but the mobilization of people around structural binds and realistic dreams that change societies. Folk colleges are formed when discontented people seek to solve problems through the creation of movement organizations that offer hope of success. These programs have a greater chance of succeeding if there exists some meaningful degree of tolerance by the established authority. During the history of the movement folk colleges, three major pedagogical orientations have occurred: (1) the poetic-historical; (2) the rational-pragmatic; and (3) the ideological-confrontational. The most effective movement education programs have been found in mass reformist movements seeking to extend democratic participation and secure folk political dominance, or in elite movements seeking to defend traditional rights. The paper concludes with figures on the formation and relationships of movements and non-formal educational programs and a list of references. (PPB)

ED 306 165 SO 019 838
Boge, Claire L.
Essence and Explanation: "Idea" as a Pedagogical Tool in the Analysis Class.
Pub Date—14 Oct 88
Note—24p.; Paper presented at the Annual Meeting of The College Music Society (31st, Santa Fe, NM, October 14, 1988).
Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Global Approach, Higher Education, *Instructional Innovation, Music, *Music Education, *Music Theory, *Teaching Methods
Identifiers—*Musical Analysis, Music Binding, Music Syntax

One of the greatest challenges of music analysis, and especially its pedagogy, is the issue of unification: the integration of detailed and sometimes disparate analytical observations within a more global explanatory context. Music theory has traditionally addressed this issue from the perspective of syntax (the most familiar approaches being those of Schenker and Set-theory), but an approach to unification can also be undertaken from a more rhetorical perspective (as implied in Schoenberg's writings), attempting to capture the abstract essence of a work's cohesive individuality–its basic "idea"–in both analysis and explanation. This paper suggests that, when viewed in light of contemporary analytical approaches, the potential of "idea" as both an analytic and pedagogical tool has been greatly underestimated. It investigates the implications of more fully utilizing "idea" in music analysis by examining its practical application as a type of explanatory glue, which can be used to unify conflicting analytic observations. It first traces the various facets and development of Schoenberg's own notion of musical idea. It then develops and categorizes three different types of idea (absolute, metaphoric, and amalgamative), illustrating with examples, ways in which each can be utilized to embrace varying analytic details in particular musical works so as to effect the merger of the rhetorical and syntactic elements of musical explanation. Finally, it suggests a pedagogical procedure through which the discovery of binders might be obtained, providing a means by which discrete parts can once again be made whole and the resulting analyses suitably enhanced for the developing listener. (Author)

ED 306 166 SO 019 839
Hoffman, Elizabeth And Others
The Environment: A Global Concern, An Interdisciplinary Approach.
Pub Date—87
Note—19p.
Pub Type— Guides - Classroom - Teacher (052) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Chemistry, *Curriculum Development, Educational Improvement, Educational Innovation, *Environmental Education, German, *Global Approach, High Schools, High School Students, *Interdisciplinary Approach, International Studies, *Relevance (Education), Second Language Instruction, Social Studies, Student Interests, *Student Projects, Student Research, World Problems
Identifiers—Environmental Attitudes, *Environmental Awareness, Environmental Issues, Environmental Literacy

This document describes an interdisciplinary approach for encouraging students to become more cognizant of environmental concerns. Environmental issues are addressed in high school social studies, chemistry, and German language classes. The objectives of the plan are as follows: 1) develop student awareness of environmental issues and the necessity of developing a "world plan" to balance societal needs; 2) acquaint students with the educational benefits derived from an interdisciplinary approach; 3) improve student awareness of the importance of living in harmony with the environment; 4) encourage student awareness that they live in a global society and of the effects national actions may have on other states; 5) develop student cognizance of the repercussions new technology can have on the environment; 6) encourage student involvement in environmental issues; and 7) develop skills in using community resources related to environmental issues. Students are required to complete one project consisting of a research paper, written assignment, oral presentation, etc. An event held to display student work and allow public officials to speak on environmental issues is described, and activities and possible research topics are discussed for each discipline. Social studies topics include acid rain, nuclear power, and other current issues. Chemistry students chose research questions and developed experiments to investigate their topics. German language students corresponded with students in West Germany and reported on foreign environmental concerns, similarities between U.S. and German concerns/problems, etc. The program is applicable to most disciplines and easily emulated by any school system. A 25-item bibliography is included. (GEA)

ED 306 167 SO 019 840
Kay, Karen
Japan: Geography, Cuisine, and Culture.
Pub Date—Sep 85
Note—65p.; Several figures may not reproduce well due to marginal legibility.
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Area Studies, Cross Cultural Studies, *Cultural Education, Educational Resources, Elementary Secondary Education, *Food, *Foods Instruction, Foreign Countries, Geography Instruction, Instructional Materials, Learning Modules, Nutrition
Identifiers—*Food Preparation, Japan, *Japanese Culture, Japanese Studies, Kitchens, Kitchen Utensils

These materials are designed as four modules: geography, foods, the kitchen, and culture and are to be used singly or jointly as a unit on Japanese food and culture. Common ingredients of Japanese food, nutritional information, methods of preparation, and illustrations of utensils and eating implements are given in conjunction with cultural aspects of the food choices and cooking methods. Comparisons are made between aspects of Japanese and American foods and culture to demonstrate the similarities or differences they present. Five possible classroom activities which involve the actual preparation of foods are suggested. A list of supply houses, a bibliography, a pronounciation guide, and lists of the contents of the available accompanying artifacts kits of utensils and foods are also given. (PPB)

ED 306 168 SO 019 843
Balfe, Judith H., Ed. Heine, Joni Cherbo, Ed.
Arts Education Beyond the Classroom. ACA Arts Research Seminar Series.

American Council for the Arts, New York, NY.
Report No.—ISBN-0-915400-72-3
Pub Date—88
Note—105p.
Available from—American Council for the Arts, 1285 Avenue of the Americas, Third Floor, New York, NY 10019 ($9.95 plus $3.00 shipping).
Pub Type— Collected Works - Proceedings (021) — Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adults, *Art, Art Activities, *Art Appreciation, *Art Education, *Continuing Education, Deafness, Labor Education, Mass Media Role, Museums, *Nontraditional Education, Postsecondary Education, Sculpture, Television, *Visual Literacy
Identifiers—Artist Residencies

The 13 seminar papers presented in this collection discuss various avenues used for educating adults in the arts in order to enrich existing arts audiences and to educate the widest possible adult population in the practice and history of art and aesthetics. These efforts will ensure that the quality and quantity of arts participation and support will not diminish in our society. Foremost among this beyond the classroom, adult audience are the baby boomers, who now represent one-third of the U.S. population, as well as some special audiences, such as those over sixty-five, who make up one-eighth of today's population. The introductory section contains essays: "On the Necessity of Adult Arts Education Beyond the Classroom" (J. Balfe; J. Heine); "On Adult Arts Education" (S. Lipman); and "Adults and Art Education, Literature Review" (D. Pankratz). The section on Art Education in Corporate and Community Settings includes "Pepsico Sculpture Gardens" (K. Niles); "The Emergence of Art Education in the Workplace: Chemical Bank's Program" (A. Remer); and on the "Affiliate Artists" (R. Clark; L. Stoops). Arts Education for Special Audiences contains "The Art Endowment's Programs for Special Constituencies" (P. Terry); and "Arts Education for Deaf Populations" (D. Sonnenstrahl). Arts Education in Museums includes "Museum Arts Education in Visual Literacy" (P. Yenawine); and "Museum Access: Planning for Diverse Audiences" (K. Lochridge). Arts Education and the Mass Media contains "New Communication Technologies" (T. Newman); and "The Arts in the Mass Media" (R. Kotlowitz). An essay on "Arts, Education, and Nontraditional Settings" (D. McConathy) and a 101 item select bibliography on adult art education (D. Pankratz) conclude the document. (PPB)

ED 306 169 SO 019 844
Ross, E. Wayne
Survey of Microcomputer Use in Secondary Social Studies Classrooms.
Pub Date—18 Nov 88
Note—35p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (68th, Orlando, FL, November 14-18, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Computer Assisted Instruction, Computer Literacy, *Computer Uses in Education, *Course Content, High Schools, *Instructional Improvement, Instructional Innovation, *Microcomputers, Middle Schools, Social Studies, Student Motivation, Surveys, *Teacher Attitudes, *Teaching Methods

Despite the well-known potential of computer technology to promote achievement and motivational gains among social studies learners, there is very little reported use of microcomputers in social studies classrooms. Factors contributing to this lack of use include: (a) lack of microcomputers for teacher use, (b) lack of high quality software, (c) ambivalence of research findings on the effectiveness of computer based education, (d) lack of teacher knowledge and skills regarding the instructional use of computers, and (e) lack of software that is integrated into the social studies curriculum. This study surveyed secondary social studies teachers to determine: (a) the degree to which they are integrating microcomputers into their instruction, (b) the nature and extent of this integration, and (c) the incentives or barriers to integrating microcomputers into social studies. Research methodology is examined and results are discussed and presented in tables. Findings reveal a higher level of computer use in secondary social studies instruction than previously reported, and positive attitudes toward computer integration in the classroom. Computer usage continues to be low, however, and one major barrier to increased use is insufficient teacher preparation. Seventy-four percent of respondents had no computer experience. Another is the lack of available computers for classroom use. The paper presents a profile of computer users and non-users, describes how microcomputers are used in social studies classes, assesses the influence of context variables, such as geographic location, on microcomputer use, and proposes responses to the study findings designed to improve social studies computer use. A 29-item bibliography is included. (GEA)

ED 306 170 SO 019 845
Election '88: Teacher Packet.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Social Studies Education.
Pub Date—88
Note—48p.
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Educational Resources, *Elections, Experiential Learning, *Instructional Materials, Parent Participation, *Political Campaigns, Presidential Campaigns (United States), Secondary Education, *Student Participation, *Student Projects, *Voter Registration, Voting
Identifiers—North Carolina, *Voter Education

This materials packet contains information on teaching about the electoral process and the elections of 1988, and on participation in a mock election for students whose schools would take part in the 1988 North Carolina Mock Election. Suggestions for teachers' preparations are given, including a classroom skit and a mock candidates' election program. A teachers guide on student preparation consists of a voter registration process and introductions to lobbying, the legislative branch, and political parties. The attachments with the packet include actual voter registration forms, absentee ballot procedures, plans for a student sponsored voter registration program, sample ballots, an explanation of congressional districts and the State General Assembly, information on how to write a bill, a sample bill from the North Carolina State Senate, a congressional quiz, and a political opinion scale. A supplementary student guide contains information on using the newspaper to learn about voting, information on the media, and various activity sheets on the electoral process designed to be filled in by the student as the campaign progresses to the outcome of the election. (PPB)

ED 306 171 SO 019 848
Gore, Deborah, Ed.
Des Moines.
Pub Date—Nov 88
Note—33p.
Journal Cit—Goldfinch; v10 n2 Nov 1988
Pub Type— Historical Materials (060) — Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Archaeology, Children, Elementary Education, Elementary School Students, *History Instruction, Immigrants, Learning Activities, *Local History, *Social Studies, *State History
Identifiers—*Iowa (Des Moines)

This document, intended for elementary students, contains articles and activities designed to acquaint young people with the history of Des Moines, Iowa. The articles are short, and new or difficult words are highlighted and defined for young readers. "The Raccoon River Indian Agency" discusses the archeological exploration of the indian settlements and forts that facilitated the founding of the city. "Capital City" chronicles the movement of Iowa's capital as the state matured from territory to statehood and "Des Moines Timeline" lists significant events from 1843-1988. "Terrace Hill" describes the history of a nineteenth century mansion that has become the official governor's residence. "Booming Business" explores the growth of business and the development of Des Moines into a major business center. "The Wonder Years" traces the city's growth since the turn of the century, including a population chart, questions for children, and a "Skywalk Maze Game" that challenges children to find their way around a map of downtown. "Des Moines' Immigrants: Today and Yesterday" discusses immigration in general and relates the experience of a Cambodian refugee who settled in the city. "The Roadside Settlement House" describes how charities helped immigrants settle in a new city. "Sister Cities" discuses the establishment of Des Moines' sister cities in China, Japan, Mexico, and France. The journal includes a Des Moines crossword puzzle, city trivia, a BASIC computer program, lists of places to visit, and books to read about the city. (GEA)

ED 306 172 SO 019 849
Bauer, Mary Neimand, Hahn
Teacher's Guide to Architectural Styles. Skinner's Butte Historical District. Revised Edition.
Pub Date—88
Note—12p.; Printed on colored paper.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Architectural Character, *Architecture, *Building Design, *Community Characteristics, Elementary Secondary Education, Instructional Materials, *Local History, *Teaching Guides
Identifiers—*Oregon (Eugene), *Skinners Butte Historical District OR

This document is a teacher's guide to the historic buildings of Eugene, Oregon. Eighteen buildings in the Skinner's Butte Historical District are highlighted, including the U.S. Post Office, the Eagles Building, the Lane Hotel, the Oregon Electric Depot, the Southern Pacific Railroad Depot, and several houses. For each structure there is a brief description of its history and architectural style. Lists of architectural features, specific to each building, direct the reader to details that characterize a particular style and/or make the building unique. A nine-item bibliography is included. (GEA)

ED 306 173 SO 019 851
History and Organization. U.S. Bureau of the Census-Factfinder for the Nation. CFF No. 4 (Rev.).
Bureau of the Census (DOC), Suitland, Md.
Pub Date—May 88
Note—14p.
Pub Type— Historical Materials (060) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Agriculture, Business, *Census Figures, *Data Collection, *Demography, *Educational Resources, Government (Administrative Body), Housing, *Information Sources, Manufacturing Industry, Mining, Population Trends, Social Indicators, Transportation, *United States History
Identifiers—*Bureau of the Census, Census 1790

This document chronicles the history and organization of census taking in the United States. The first census (1790) counted only free white males, free white females, all other free persons, and the number of slaves. Since that time the need for information has grown and the census has changed to meet new demands. The expansion of the census, the establishment of the Census Bureau, and the bureau's current operating procedures are briefly discussed. Changes in the population censuses (1790-present) are examined and a list of principle topics assessed shows how the process grew over 200 years. Likewise, the development of housing censuses (1940-present) is explained. The agricultural censuses (1840-present) give the only complete periodic statistics on agricultural activity for every county in the nation and for other areas under U.S. jurisdiction. The evolution of agricultural census-taking is presented. The history of the manufactures and mineral industries censuses (1810-present) is presented, as is that of the business censuses (1929-present). The document also addresses censuses of construction industries (1929-present), censuses of state and local governments (1850-present), and statistic-keeping on transportation and foreign trade. A number of programs to provide data that cross economic or demographic sectors are briefly described. The history of census-taking tools and the use of maps and charts is explored. A list of the census bureau's publications is presented, along with information on where data is available. (GEA)

ED 306 174 SO 019 852
Miller, Marcia D.
Reflections on Reentry after Teaching in China. Occasional Papers in Intercultural Learning, Number 14.
AFS International/Intercultural Programs, Inc., New York, NY. Center for the Study of Intercultural Learning.
Pub Date—Dec 88
Note—28p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adjustment (to Environment), Adults, *Coping, Cross Cultural Training, *Cultural Awareness, *Culture Conflict, Foreign Countries, *Social Values, Travel
Identifiers—*China, Cultural Experience, *Cultural Reentry
The shock of reentry for any sojourner upon returning to their native land may be as great, if not greater, than the initial adjustment period that occurs upon arrival in the foreign country. Intercultural travelers should prepare for the reentry process and the resultant cultural lag upon their return home with the same care that they practiced in preparing for their initial departure. The paper discusses the experiences of a teacher who spent a year in China teaching English language instructors in the remote northern city of Daqing. Even though 4 months were spent preparing for departure, the reintegration into U.S. society upon return presented physical and psychological difficulties. The Chinese experience had dramatically changed perceptions of the individual self, social values, the United States, China, and the world at large. The teacher relates what was encountered in China, how one coped with the difficulties encountered there, and the benefits of the Chinese experience. Eventually able to readapt to U.S. society, the English instructor helped the acclimation process by discussing the China experiences with others who had taught in China; advising those who were about to depart for China; maintaining correspondence with Chinese friends; continuing to study calligraphy; and searching for the most challenging job available upon return to the United States. (PPB)

ED 306 175 SO 019 853
Lee, Ronald T., Ed.
Earth, Air, Fire, & Water: Resource Guide 6. The Arts and Learning, Interdisciplinary Resources for Education.
New York State Education Dept., Albany.
Pub Date—88
Note—49p.
Pub Type— Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Art Education, *Class Activities, *Creative Expression, *Curriculum Development, *Educational Cooperation, Elementary Education, Field Instruction, *Field Trips, Instructional Development, Junior High Schools, *Networks
Identifiers—*Guest Artist Program
This resource guide is intended to aid practitioners in the design of new curriculum units or the enrichment of existing units by suggesting activities and resources in the topic areas of earth, air, fire, and water. Special projects and trips relating to these topic areas are proposed. A sample arts networking system used to integrate various arts organizations with the educational process is described, listing the arts organizations and the educational activities they offer. The appendices include: information on how to locate, interview, and hire a visiting artist; a resource information questionnaire for arts groups interested in participating in a networking program; a sample lesson plan form; and a group of observation, evaluation and opinion forms. (PPB)

ED 306 176 SO 019 854
Branson, Margaret Stimmann
The Social and Civic Attitudes, Beliefs and Values of American Youth.
Pub Date—10 Oct 88
Note—39p.; Paper presented at the International Conference on the Development of Civic Responsibility among Youth (Urbino, Italy, October 10, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adolescents, *Aspiration, Children, *Citizenship, Elementary Secondary Education, Higher Education, Objectives, *Political Attitudes, Research Reports, Responsibility, *Social Attitudes, *Student Attitudes, World Problems, Young Adults, *Youth
This paper presents a portrait of youth in the United States-one that is at odds with media images painting a gloomy picture of a deeply troubled and irresponsible younger generation. Drawing upon numerous studies, Branson states that more students are staying in school longer, fewer drop out before earning a diploma, and fewer young girls become premature parents. U.S. citizens of all ages-children, adolescents, and adults-continue to believe that there is no society, no country quite like their own. Patriotism, developing in early childhood and continuing through adulthood, plays an important role in our lives. Young and old, we tend to condemn those who espouse "extreme" views or non-centrist tendencies. Increasing numbers of young people are calling themselves independent in politics. Many political scientists attribute this to the addition of new issues to the political agenda and the inability of the established parties to respond. Youth in particular, exhibit opinions and beliefs about a wide variety of contemporary issues. Several figures detail the attitudes of elementary to college students on issues affecting the United States and the world. As future adults and U.S. leaders, the youth of the 1980s are a determined and pragmatic lot. They aspire to advanced educations, successful careers, material comforts, marriage, families, and friends that they can rely on. While concerned with particular issues, they shrink from identifying with political parties or doctrinaire positions; they have few lofty notions about "changing the world." Data is presented in numerous graphs and figures, and 20 references are cited in footnotes. (GEA)

ED 306 177 SO 019 856
Burger, Henry G.
Ethno-Logic: A Cultural-Materialistic Interpretation of Human Learning. Darwinian Issues in Educational Anthropology.
Pub Date—[88]
Note—43p.
Pub Type— Opinion Papers (120) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adjustment (to Environment), Cultural Context, *Educational Anthropology, Educational History, Educational Objectives, Environment, *Environmental Influences, *Ethnography, *Ethnology, Experiential Learning, *Learning, Observational Learning, Physical Environment, Role of Education, Sociocultural Patterns
Identifiers—*Social Darwinism
The application of cultural materialism, a Darwinistic approach to social forces, reveals that human learning is ultimately governed by the required process of human energy procurement. This "ethno-logic" interpretation of the correlation between techno-environmental levels and human learning stands in contrast to the conventional but mistaken view that education is controlled by ideology and politics. Humans are energy extractors, just like any other organism. The more efficient expand at the expense of the less efficient. Successful techno-environmental abilities ultimately control social organization, which in turn perceptualize people's outlooks and dominating ideology. Education in turn responds to the societal need by teaching the youth of that society to perpetuate or improve the ability of that society to extract the necessary energies from the environment. Hence, environment dominates learning. Examination of foraging, mining, hunting, horticultural, agricultural, and herding cultures demonstrates the various manners in which culture reflects environmental pressures, and how the resultant societal needs are met by an educational system that responds to that particular environment's demands. The document includes a 117-item reference list. (PPB)

ED 306 178 SO 019 857
Sherum, Katherine
The Development Data Book: A Guide to Social and Economic Statistics. Second Edition.
World Bank, Washington, D. C.
Report No.—ISBN-0-8213-1118-2
Pub Date—88
Note—21p.; Color used in maps and charts will not show up on microfiche.
Available from—World Bank Publication Sales Unit, Washington, DC 20433 ($5.00).
Pub Type— Numerical/Quantitative Data (110) — Reference Materials (130)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Charts, *Developed Nations, *Developing Nations, Economic Change, *Economic Development, Enrollment Rate, Exports, Infant Mortality, International Trade, Living Standards, Population Distribution, Population Growth, Population Trends, Primary Education, Quality of Life, *Social Indicators, *Statistical Analysis, *Tables (Data)
Identifiers—Gross National Product, Life Expectancy, World Bank
This data book presents satistics on countries with populations of more than one million. The statistics relate to economic development and the changes it is bringing about in the world. These statistics are measures of social and economic conditions in developing and industrial countries. Five indicators of economic development are presented, including color-coded maps and charts for clarification. Many charts present changes between 1965 and 1986, the year of the most current data. Section 1, "Life Expectancy," addresses the proportion of deaths by age, the percentage of infants surviving the first year of life, and life expectancy at birth. Section 2, "Primary School Enrollment Rate," covers primary school enrollment rates (1965 and 1985), male/female enrollment rates in developing countries (1965 and 1985), and persistence in primary school (1980-1985). Section 3, "Population Growth Rate," charts growth in developing and industrial countries (1950-1986); population size, average annual growth, and average annual increase in developing countries (1965-1986); and population projections for 1986 and 2000. Section 4, "GNP per Capita," deals with gross national product, population, and GNP per capita; their growth between 1965-1980 and 1980-1986; and the distribution of world population by GNP per capita (1986). Section 5, "Merchandise Exports," analyzes the value of merchandise exports from developing and industrial countries (1960, 1981, 1986), the structure of merchandise exports of developing countries (1965 and 1986), and the flow of money into and out of developing countries (1960s and 1980s). Each section discusses relevant background information and recent developments. Sixteen indicators for 129 countries are presented in a data table. A glossary of terms is included. (GEA)

ED 306 179 SO 019 858
O'Neil, John
Global Education: Controversy Remains, But Support Growing: Field Strives To Better Link Global Studies, Civics.
Association for Supervision and Curriculum Development, Alexandria, Va.
Pub Date—Jan 89
Note—9p.
Available from—Association for Supervision and Curriculum Development, 125 N. West St., Alexandria, VA 22314 (Stock No. 611-89014; $1.00 with self-addressed stamped envelope, $12.50-25 copies, $20.00-50 copies, $30.00-100 copies).
Journal Cit—Curriculum Update; n1 Jan 1989
Pub Type— Collected Works - Serials (022) — Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Cultural Awareness, Curriculum Development, Curriculum Enrichment, *Global Approach, Higher Education, *International Studies, *Multicultural Education, Social Studies, *World Affairs
Identifiers—Florida, *Global Studies, Minnesota
The pace of global change and the increasing interdependence of people worldwide are the driving forces behind the need for a contemporary global education movement that reinterprets current knowledge to educate students to meet their responsibilities as citizens of an increasingly complex global society. Evaluations of U.S. 18-24-year-olds reveal that many young people lack the basic geographic and conceptual groundwork for intercultural or global understanding. Whether this educational need is met by adding new curricula or infusing current curricula with a global context, the content of the programs should include the study of human values, global systems, global problems and issues, and the history of global interdependence. Appropriate materials and programs must be developed that provide instructional support for thoughtful solutions to global issues and encourage students to analyze issues and synthesize possible solutions to global controversies. This process should be linked to civics education to provide the student with a sense of the global reality of American citizenship. Programs in Minnesota and Florida are discussed and a list of references and organizations concerned with global education are given. (PPB)

ED 306 180 SO 019 862
Clarken, Rodney H.
Education for Peace.
Pub Date—24 Apr 88
Note—10p.; Paper presented at the World Peace Council and UNESCO International Encounter

for Peace, Disarmament, and Life (Merida, Venezuela, April 19-24, 1988).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Improvement, *Educational Responsibility, Educational Theories, Elementary Secondary Education, Higher Education, *Peace, *Social Bias, *Social Change, Social Discrimination, Social Theories, *War, World Problems
Identifiers—Peace Education, Peace Studies
Peace is one of the greatest needs in the world today. Until the causes of war are addressed, there can be no peace. Education, justice, and unity are the building blocks to peace and the necessary conditions for its existence. Achieving a peaceful world depends upon our willingness and efforts to remove those things that lead to war and to replace them with the things that lead to peace. Prejudice is the root cause of war and education is the means of overcoming it. Prejudice is the result of self-centeredness and blind imitation. The aggressive and selfish qualities of our past must be replaced by the more mature qualities of cooperation and reciprocity. Five prejudices deserve special attention and are discussed because of the untold suffering they have inflicted upon the world and because of their importance in establishing peace. They are racism, nationalism, classism, sexism, and religious prejudice. Education can help to eliminate these prejudices by teaching the truth instead of continuing to propagate them. Educators must teach the fallacies and harmful effects of these prejudices which, like war, are supported by lies, irrationalities, fear, and ignorance. The first step is to eliminate these prejudices from oneself, then one can influence others. Eleven ideas to aid in this process are presented. Models of curriculum and instruction that further the concepts of justice, unity, and peace are necessary. Education, both formal and informal, is the best means for creating the knowledge and attitude needed for peace. The inspiration obtained from the Baha'i and other writings in the preparation of this paper is acknowledged. (GEA)

ED 306 181 SO 019 863
Herman, Barry E.
Attitudes of New Haven Sixth Grade Students toward Thirty Ethnic Groups. Short Summary Version.
Pub Date—Jun 83
Note—13p.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Attitude Measures, Childhood Attitudes, *Ethnic Bias, *Ethnic Relations, Grade 6, Intermediate Grades, Labeling (of Persons), Questionnaires, *Racial Bias, Racial Identification, *Racial Relations, *Student Attitudes
Identifiers—Name Stereotypes, *Social Distance
An examination of approximately 400 New Haven, Connecticut sixth graders using a modified social distance scale and race questionnaire measured student attitudes towards different ethnic and racial groups. The group interview questionnaire was given to a racial and ethnic cross section of students in nine different schools. Students were asked to give their reactions to 30 different ethnic groups according to the 3 different relationship of classmate, playmate, and neighbor. The investigation lists 29 conclusions. The racial attitude tolerances cited are reflective of the racial mix of the schools, the achievement level of the students, and the type of social relationship in question. There is no significant variation between male and female students towards the different ethnic or racial groups. Individual groups react in various ways to the different possible ethnic terms as applied to their group, and as applied to other groups. The document includes a sample questionnaire, listings of mean tolerance scores towards ethnic groups by school and by ethnic group, and mean scores by schools for social distance groups. (PPB)

ED 306 182 SO 019 865
Steffens, Henry
The Value and Difficulties of Teaching the History of Science and Technology in Secondary Schools.
Pub Date—29 Dec 88
Note—17p.; Paper presented at the Annual Meeting of the American Historical Association, (103rd, Cincinnati, OH, December 29, 1988).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—European History, Higher Education, *History Instruction, *Instructional Improvement, Journal Writing, *Science History, Secondary Education, Student Interests, Student Motivation, *Technology, *Writing Across the Curriculum
Identifiers—Active Learning, Collaborative Learning, *Writing to Learn
Learning does not happen in the minds of passive listeners who record into notebooks the anecdotes and chronological information about the history of science presented during a lecture. Lectures address lower levels of cognitive skills and are, therefore, unable to stimulate the higher level skills of application, analysis, and synthesis. At times, students must be active learners. Writing-to-learn techniques allow students to actively seek meaning and understanding on their own. Informal writing, free from immediate, specific evaluation, encourages students to explore ideas and think about history. Several examples of informal student writings show the advantages, as well as the dimensions of the difficulties, of including the history of science as part of the European history curriculum. The use of inquiry learning has not been effective because students are unable to read and analyze difficult primary sources. Short samples of primary source materials, accompanied by narratives, are the most effective means of encouraging students to grapple with scientific ideas expressed by their originators. Student reactions to such methods are presented. Writing-to-learn and collaborative learning techniques can combine to make students more active learners who are better able to appreciate the history of science and its role in European history. But, professional historians must work to change the ways in which this history is presented in secondary textbooks. They must work closely with secondary teachers to effect the necessary changes and develop appropriate teaching strategies. A seven-item bibliography is included. (GEA)

ED 306 183 SO 019 866
McLaughlin, John T., Ed.
Toward a New Era in Arts Education.
American Council for the Arts, New York, NY.; Music Educators National Conference, Reston, Va.
Spons Agency—Sears-Roebuck Foundation, Skokie, Ill.
Report No.—ISBN-0-915400-69-3
Pub Date—88
Note—148p.; Papers presented at the Interlochen Symposium (Interlochen, MI, November 5-8, 1987).
Available from—American Council for the Arts, 1285 Avenue of the Americas, Third Floor, New York, NY 10019 ($12.95 plus $3.00 shipping).
Pub Type— Collected Works - Proceedings (021) — Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Art Education, *Art Teachers, *Cooperative Programs, *Curriculum Development, Curriculum Enrichment, *Educational Cooperation, Educational Improvement, Educational Planning, Elementary Secondary Education, Excellence in Education, *Fine Arts, Instructional Improvement
Identifiers—*Arts for the Basic Curriculum
While it is evident that excellence exists in U.S. arts programs, there are not enough outstanding arts education programs in existence, and too few students gain the basic knowledge or skills that are requisite for the maintenance of such an important aspect of our civilization. The papers presented at this symposium reflect the opinions of a diverse group of arts professionals, although all called for improvements in the quality and quantity of commitment to the arts. The papers presented are: "Developing Professionals for Arts Education" (K. Martin; J. Ross); "Planning Long-Term Improvements in Arts Education" (R. Glidden; T. Shannon); "Assessing Arts Curricula in the Schools: Their Role, Content, and Purpose" (P. Lehman; R. Sinatra); "Promoting Partnerships in Arts Education: Teachers, Artists, and Scholars" (C. Dorn; L. Jones); "Promoting Partnerships for Arts Education: Organizations, Agencies, and Institutions" (R. Bell; J. Katz); and "Adopting Strategies for Advocacy and Action in Arts Education" (S. Kaagan; S. Chapman). Recommendations of the discussion groups and the proposals of the Symposium are included. (PPB)

ED 306 184 SO 019 872
Mielke, Nedra S.
Writing Across the Curriculum as Applied in an Enrichment Classroom Setting.
Pub Date—1 Dec 88
Note—11p.
Pub Type— Guides - Classroom - Teacher (052) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Class Activities, Creative Thinking, Critical Thinking, Educational Improvement, Elementary Education, Enrichment Activities, *Field Trips, Futures (of Society), Instructional Innovation, *Program Descriptions, Simulation, *Social Studies, *Teaching Methods, *Writing Across the Curriculum
Identifiers—Ohio (Saint Marys), *Pioneer Life
This document describes a project in which elementary school students explored the problems experienced by early pioneers and compared them to similar problems that will face future space pioneers. Comparing a past way of life to the present and future helps students examine and understand change in the physical, social, and cultural environment, and factors that precipitate change. In this project students: simulated early pioneering experiences, identified the impact of the environment on the early settler way of life, compared the self-sufficiency of settlers to human characteristics necessary for "future" societies, developed decision-making and problem-solving skills, and participated in daily writing activities related to the pioneer theme. Specific activities in this 6-week program included student use of the Interact simulation "Pioneers" and a full day experience in a one-room school where students dressed and learned as they would have in the 1880s. Another group of students did in-depth study of future environments both on the planet Earth and other planets. Students were given the opportunity to "uninvent" one modern-day invention and evaluate the repercussions of their actions. Student readings include "Little House in the Big Woods" by Laura Ingalls Wilder and "The Little Prince" by Antoine de Saint Exupery. Other activities are listed and evaluation criteria are presented. Materials include letters to parents and students explaining the program and a short biography of Laura Ingalls Wilder. A 7-item bibliography is provided. (GEA)

ED 306 185 SO 019 873
Jelinek, James John
Climb Every Mountain: Graduates Urged To Seek Basic Human Values.
Pub Date—88
Note—15p.
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Coping, Ethical Instruction, Life Satisfaction, Mental Disorders, *Mental Health, *Quality of Life, *Social Attitudes, *Social Problems, *Values, Well Being, Young Adults
College graduates face the contradictory and inconsistent beliefs of a society that seems to be struggling between a desire to either degrade or enhance the dignity of man. Amid all the current mechanical marvels there exists social ills of nightmare proportions. In the turmoil to find solutions to the many problems many have lost sight of the basic principle of serendipity at work. Seek first the basic values and all other things will come. Those basic values are courage, judgement, integrity, and dedication. The pursuit of them will help to insure their attainment, as well as help to cure the complex dilemmas facing society today. (PPB)

ED 306 186 SO 019 876
Weinstein, Allen, Ed.
Face to Face: U.S.-Soviet Summitry. Discussion Guide.
South Carolina Educational Television Network Columbia.
Pub Date—[88]
Note—45p.
Available from—South Carolina Educational Television, Drawer L, 2712 Millwood Avenue, Columbia, SC 29250 ($5.00).
Pub Type— Guides - Classroom - Teacher (052) — Historical Materials (060) — Non-Print Media (100)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Diplomatic History, Educational Resources, Foreign Countries, *Foreign Policy, Higher Education, History Instruction, *Instruc-

tional Materials, *International Relations, Political Science, Secondary Education, *United States History, Videotape Cassettes, World Affairs
Identifiers—Cold War, Historical Materials, *Summit Meetings, *USSR, World War I, World War II

This document is the discussion guide for a four part video/print series designed to contribute to the understanding of the U.S.-Soviet relationship and the summitry process which has become such a visible part of it. Each of the four 30-minute programs interweaves archival material with informal discussions by distinguished scholars about participants in previous summits. The illustrated discussion guide features scholarly essays and a chronology of U.S.-Soviet summits. It poses questions and guides learners to additional resources for further study. For each unit the guide contains a background essay, an introduction to the video program, questions to consider, and a list of suggested readings. Unit 1: "Sources of U.S.-Soviet Summitry," covers the rise of the two superpowers and the recent record of serious meetings among world leaders. Unit 2: "World Wars to Cold War, 1917-1955," illuminates the early days of U.S.-Soviet relations. It deals with the U.S.-Soviet alliance in World War II and the Cold War period through the first postwar summit in 1955. Unit 3: "Adversarial Summits, 1955-1987," surveys the irregular pattern of U.S.-Soviet summits since 1955. Unit 4: "Basic Issues in U.S.-Soviet Summitry," considers some of the fundamental questions which emerge time and again around superpower summits, including arms control, regional issues, bilateral issues, and human rights. (GEA)

ED 306 187 SO 019 899
Mathews, David
Teaching Politics as Public Work: An Alternative Theory of Civic Education.
Pub Date—16 Dec 88
Note—10p.; Paper presented at the National Conference on the Future of Civic Education (Washington, DC, October 5-6, 1988).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Citizen Participation, *Citizenship Education, *Citizenship Responsibility, *Civics, *Educational Improvement, Elementary Secondary Education, Futures (of Society), Political Science, *Politics, Social Studies

The conventional way of thinking about politics keeps us from studying the important work that citizens must do to achieve political efficacy. Students learn the procedures of government as if politics were a spectator sport. While everyone learns about the politics of government, there is little discussion about the politics of the public. Unless people are capable of doing the things that public politics require, they cannot effectively participate in the political life of the country. The core of political work is dealing with uncertainties-not about facts, but about the goals and purposes of government. Judgments are required when decisions are made without certainty and everything depends upon their quality. The purpose of judgment is to capture political realities through reflection and deliberation, not impression. Developing public judgment requires the integration of diverse points of view. In forming public judgments people must spend considerable time assessing the interrelations of their many interests and the long-term consequences of their policy options. It demands deliberation and reflection on experiences. In a democracy citizens need to be able to talk together in order to think together, to explore together, to compare, to synthesize. If public politics require such skills, surely the central task of a civic educator is to teach them. Direct experience in public work seems to be essential to learning public skills. Based on what the future is likely to require of politics, there is an educational imperative in sorting out what tasks are required in a diverse nation and even more diverse world. (GEA)

ED 306 188 SO 019 900
Stadum, Beverly
Social Welfare History Archives: A Source for the Urban Experience.
Pub Date—30 Dec 88
Note—18p.; Paper presented at the Annual Conference of the American Historical Association (Cincinnati, OH, December 28-30, 1988).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Archives, Primary Sources, Research Tools, Resource Materials, Resources, Settlement Houses, *Social History, *Social Work, Welfare Agencies, *Welfare Recipients, *Welfare Services
Identifiers—Historical Materials, *Social Welfare History Archives, *University of Minnesota

The Social Welfare History Archives at the University of Minnesota were established with the intent of gathering the records of the diverse agencies and national associations that make up the private or independent social welfare sector. The collection documents life in urban settings and focuses on social behavior that is often neglected in standard historical coverage. The documents provide details about what conditions existed and describe programs designed to move communities forward. A variety of materials is included: local and national needs assessments, quantitative surveys and reports by field observers, case records of social service clients, committee proposals for projects dealing with social problems, board minutes, publications, and correspondence among leaders in the field of social welfare. Documents can shed light on child-rearing habits and can lead to analysis of the material and ideological components of urban lower class homemaking. They provide examples of citizen groups and agencies struggling over time with the same social concerns troubling the nation today. Reports describe work with neglected children over time and include socio-economic data on these client populations. Travelers' Aid records provide demographics of the transient population from the past. Documents reveal common experiences in U.S. cities throughout the twentieth century. They show the importance of volunteerism in social welfare issues and highlight the role of women in such activities. Urban race relations are addressed as well. This material provides the opportunity for reaching greater historical accuracy about urban conditions and understanding the values that motivated the design of social welfare programs. (GEA)

ED 306 189 SO 019 903
Bromberg, Lloyd And Others
Seventh/Eighth Grade Social Studies. United States and New York State History. A Calendar of Lessons.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
Report No.—ISBN-1-55839-044-8
Pub Date—Sep 88
Note—123p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Behavioral Objectives, Course Content, Curriculum Development, *Grade 7, *Grade 8, Junior High Schools, Social History, *Social Studies, State Curriculum Guides, *State History, Teaching Guides, *United States History
Identifiers—New York, New York City Board of Education

This calendar of lessons conforms to the New York State syllabus for grades 7-8, United States and New York History, which was officially implemented throughout the state in September 1987. It is a guide to the objectives of the state social studies program, not a prescription for day-to-day lesson plans. United States and New York State History is a chronologically-organized two-year course of study that traces the human experience in the United States from pre-Columbian times to the present, tying major political, economic, and social trends in U.S. history to parallel trends and timeframes in New York State history. References are made to Canada and Mexico where relevant. A social history approach is utilized because of its developmental appropriateness to students in these grades. The course is organized into 12 units to be developed and explored within the two-year timeframe. It builds on and reinforces the skills, concepts, and content understandings introduced in the K-6 program, highlighting the concepts of change, choice, citizenship, culture, diversity, empathy, environment, human rights, identity, interdependence, justice, political systems, power, scarcity, and technology. Within each theme, several issue-oriented lesson aims have been developed. Each is directly related to major ideas, most of which have been taken from the state syllabus. These aims, where possible, have been posed as problems in order to promote students' maximum involvement in the lesson. There are 230 lesson aims and each one includes several student performance objectives. (GEA)

ED 306 190 SO 019 907
Stearns, Peter N.
Teaching Social History: An Update.
Pub Date—89
Note—17p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Policy, Educational Principles, *Educational Theories, *Educational Trends, Elementary Secondary Education, Higher Education, *History Instruction, *Instructional Improvement, *Instructional Innovation, *Social History, Teaching Methods

The bulk of the most innovative and widely noted research over the past 20 years has fallen into the category of social history. It adds a list of new topics to the understanding of the past and a sense of excitement that traditional history instruction lacks. It has the potential of bringing a wider range of students toward an interest in history. This social history update, while skimming over the now familiar groundwork, responds to recent distractions and distortions in educational policy statements, uses criticism to improve the articulation of social history's teaching purpose, and acknowledges the important maturation in thinking about the field and its relationship with other history teaching goals. Social history should be widely implemented in elementary-secondary education where it can introduce students to the real range of history while their attitudes toward the discipline are being formed. Assessments of the criticisms of the discipline from the political right need to be made to show the weaknesses of the arguments. Three advances in social history teaching are examined. The "big changes" approach focuses on important events occurring in major time periods. "Mentalities history" focuses on the intensely-held beliefs and attitudes of large groups of people. The "state and society" approach integrates social history with traditional history instruction. These approaches are not entirely worked out and they require teacher interpretation. Conclusions suggest that the signposts are in place for a further redirection of history instruction that can combine old and new ways to find challenge and coherence in the past. (GEA)

SP

ED 306 191 SP 031 009
Incorporating Research Based Teaching Skills into a Field Based Secondary Teacher Education Program. Final Report.
Wisconsin Univ., Milwaukee. School of Education.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—29 Sep 88
Contract—400-85-1046
Note—126p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Classroom Techniques, *Cooperating Teachers, *Field Experience Programs, Higher Education, Preservice Teacher Education, *Program Development, Program Evaluation, *Research Utilization, Secondary Education, Secondary School Teachers, Student Teaching

This document presents the final report on the redesign and restructuring of the teacher education program at the University of Wisconsin at Milwaukee. The project was begun in October 1985, and at about the same time, a task force, charged with examining the then current program, issued a report which referred to a research base for teacher education and recommended integrating structured field experiences in the schools with professional education courses and creating six credits of professional education devoted to general methods courses in which research-based teaching and classroom management skills would be taught. The project was designed around these key recommendations. The content goal of the project was to: (1) use research about effective teaching and effective classroom management as bases for improved training in pedagogy, specifically in secondary methods courses and related professional courses; and (2) link field experiences and student teaching more closely to the classroom-based pedagogical training. The specific instructional skills focused on were drawn from a synthesis of elements of direct instruction, active teaching, mastery teaching and mastery learning. One facet of the project was a series of training workshops for cooperating teachers dealing with re-

search-based instructional practice, classroom management, and coaching of prospective teachers. An evaluation of the project is included as well as a practice profile. Appendices include the 1985 task force report, descriptions of the training workshops, and forms for recording knowledge gained through the program. (JD)

ED 306 192 SP 031 032
Nutrition Comes Alive. Food Service Worker Guide.
New York State Education Dept., Albany. Bureau of Health and Drug Education and Services.; New York State Education Dept., Albany. Bureau of School Food Management and Nutrition.
Pub Date—89
Note—142p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Dietetics, Elementary Secondary Education, *Food Service, *Foods Instruction, *Group Activities, *Nutrition Instruction
This handbook provides nutrition activities and resource material that the food service worker can use in cooperation with the teacher to promote an understanding of major nutrition concepts and concerns. It focuses on the concept that a school's food service program serves as an extension of the classroom. The classroom and the cafeteria teachings must reinforce each other in order for the students to accept the nutrition concept being stressed. A "Recommended Dietary Allowance" (RDA) table is included providing the specific nutrient recommendations developed for populations of various ages and both sexes. Dietary guidelines are given that provide a flexible framework for making food selections to meet the nutrients specified by the RDA. Classroom activities for grades K-6 reinforce the objectives of nutrition instruction, and provide school food service personnel with methods that can be used in cooperation with the instructional and cafeteria staff. (JD)

ED 306 193 SP 031 038
McCormick, Kathaleen
Tidbits for Effective Teaching: A Minute Management Menu.
Delaware State Dept. of Public Instruction, Dover.
Pub Date—Mar 88
Note—64p.
Pub Type— Reports - Descriptive (141) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Classroom Environment, *Classroom Techniques, Elementary Secondary Education, Needs Assessment, *Planning, *Scheduling, Teacher Effectiveness, Teacher Student Relationship, Time Blocks, *Time Management
The organizational methods and devices presented in this booklet are designed to help the teacher use time in the classroom more effectively. The first section deals with efficient planning for the day and setting priorities. In section two, suggestions are given for reducing the paper load by creating orderly systems for handling written materials. The third section offers specific suggestions for managing time in the classroom with such techniques as peer tutoring and setting clear objectives. Section four deals with managing the classroom housekeeping more efficiently. In the fifth section, suggestions are made for motivating students to use their time sensibly through positive reinforcement techniques. In the final section, ideas are presented for communicating with students clearly and for helping them with problems that arise when they are not in school. (JD)

ED 306 194 SP 031 039
Preston, Denise D. And Others
Teachers Make a Difference. The Effects of AIDS Education Programs in Three Rural School Districts of Western Pennsylvania.
Pub Date—[88]
Note—16p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Acquired Immune Deficiency Syndrome, *Attitude Change, *Health Education, *Prevention, Questionnaires, Secondary Education, Sex Education, *Student Attitudes, Teaching Methods
The purpose of this investigation was to assess the acquisition of knowledge and the change in attitudes of secondary students towards Acquired Immune Deficiency Syndrome (AIDS) following an AIDS Education Program (AEP). The sample of 676 students was from health and biology classes from three rural middle-class communities. Each group of students was given a pre-test prior to an AIDS Education Program. A post-test was administered approximately two weeks after the AEP was completed. Results indicated that the seventh grade group was the most influenced by the AEP on both parts of the test. This, along with the lack of attitude change found in senior high groups, suggested the importance of providing AEPs to students prior to their coming to terms with their own sexuality. The key may be in forming, rather than changing, attitudes. A copy of the questionnaire on facts about AIDS is appended. (JD)

ED 306 195 SP 031 048
Gaines, Margie L.
Student Teachers in the Classroom: Boon or Bane?
Pub Date—Mar 89
Note—38p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, Comparative Analysis, Elementary Education, *Field Experience Programs, Higher Education, *Mathematics Achievement, *Reading Achievement, *Student Reaction, *Student Teachers
Identifiers—Austin Independent School District TX
This study examined the effects of the field experience for student teachers in terms of pupil outcomes. Two main questions were posed: (1) Does the reading or mathematics achievement of pupils in classrooms with a student teacher differ from the achievement of pupils in classrooms without a student teacher? and (2) Among classrooms with a student teacher, does the semester (fall, spring, or both) the student teacher is present make a difference in reading and mathematics achievement? Data on cooperating teachers' (N=277) and comparison teachers' (N=269) elementary classrooms from a two-year period in the Austin (Texas) Independent School District were examined. The results indicated that there were no statistically significant main effects for the presence or absence of a student teacher or for the semester the student teacher was in the classroom. Although observational and anecdotal evidence suggests that student teachers often experience difficulties in adjusting to the classroom, the results of this study indicate that the presence of the student teacher has neither positive nor adverse effects on achievement. References and statistical data gathered for the study are included. (JD)

ED 306 196 SP 031 049
Rong, Xue Lan Goetz, Judith
The Underrepresentation of Asian-American Teachers in Elementary and Secondary Schools: Patterns, Causes, and Recommendations.
Pub Date—Feb 89
Note—38p.; Paper presented at the Annual Conference of the Eastern Educational Association (Savannah, GA, February 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Asian Americans, *Career Choice, Elementary Secondary Education, Immigrants, *Minority Group Teachers, Role Models, Second Language Instruction, *Teacher Recruitment, *Teacher Shortage
As a proportion of the labor force or of professional workers, Asian-Americans have always been under represented as teachers in elementary and secondary schools. While the number of Asians going to college and graduating is much higher than the norm for the whole population, four variables are of particular importance in explaining the shortage of Asians in precollege teaching: cultural and language barriers, occupational orientation, immigration status, and racial discrimination. Higher educational attainment and achievement in science and mathematics help Asian college graduates obtain jobs with higher pay and greater prestige than teaching. This paper discusses those variables in the light of career choices by Asian-Americans, pointing out the differences between the cultural attitudes among minority groups and explaining why these attitudes influence Asians to enter vocational fields other than teaching. Recommendations are made for attracting minority students to teaching. Data gathered in the study are displayed in tables and graphs. Extensive references are included.(JD)

ED 306 197 SP 031 052
Moore, Michael T.
Problem Finding and Teacher Experience.
Pub Date—24 Feb 89
Note—35p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Savannah, GA, February 24, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Classroom Techniques, Conflict Resolution, *Decision Making, Elementary Secondary Education, *Evaluative Thinking, Higher Education, *Planning, Preservice Teacher Education, *Problem Solving, Teacher Attitudes, Teacher Behavior, Teaching Experience
The purpose of this study was to extend previous research by observing how two types of teachers, novice and experienced, find and solve problems in a classroom setting and how problem finding behavior differs between them. The results indicate that experienced teachers (N=10) and student teachers (N=10) appear to use the same cognitive strategies at the problem formulation stage on most of the problem finding variables. Pre-student teaching subjects (N=10) varied significantly from experienced teachers and student teachers on most problem finding variables except those involving time. At the problem solution stage, experienced teachers differed from novices in the number of questions asked, solutions generated, and on the nature of the questions asked. (Author/JD)

ED 306 198 SP 031 066
Teacher Education Development-Demonstration (TEDD) Project Report.
Iowa State Univ. of Science and Technology, Ames. Coll. of Education.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 88
Contract—400-85-1050
Note—120p.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Elementary Secondary Education, Evaluation Criteria, *Evaluation Methods, Higher Education, *Interactive Video, *Learning Modules, *Observation, Preservice Teacher Education, Program Development, Program Implementation, *Teacher Behavior, Teacher Effectiveness, Teacher Improvement, Teaching Models
An overview is presented of a 3-year project focused on the development and demonstration of an interactive teaching improvement model that was research-based and used electronic technology. Though the primary goal was to improve the preparation of preservice teachers in elementary and secondary education, it was hoped the materials could be used with practicing teachers. Emphasis was placed on developing sensitivity to several fundamental teaching behaviors, first by describing them in research-based monographs, and then by showing them in interactive videotapes. An interactive computer-video teaching assessment program was developed which featured modules providing an encapsulated view of teaching. The modules provided meaningful laboratory work to augment and build upon the material covered in the lecture portion of the teacher education course. The objective was to build the skill of observation and assessment of teaching behavior. This report describes how the program was developed and implemented and its major outcomes. A practice profile is included as well as a Program Assessment Report, which summarizes the major questions addressed through the project, major features of the program, the target groups, and methods and instruments used in data-gathering. Appendices provide more detailed information on key features of the project. (JD)

ED 306 199 SP 031 073
Ekholm, Mats
In-Service Teacher Education and School Development.
National Swedish Board of Education, Stockholm.
Report No.—ISBN-91-7662-500-1
Pub Date—88
Note—31p.; "88:27/SO Informerar." Translated by Roger G. Tanner.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Action Research, *Educational

Change, Elementary Secondary Education, Foreign Countries, *Improvement Programs, *Inservice Teacher Education, *Program Development
Identifiers—*Sweden
This overview of teacher inservice education in Sweden has been complied with particular focus on the role of teacher inservice education (INSET) within the school development context. The term INSET refers to short-cycle training inputs, which tend to be of a general nature, e.g., social development, working methods in the classroom or cooperation between teachers. This conspectus is based not only on research reports but also on reviews of various publications presented in this field within the major international joint bodies. A description is given of the functions of INSET in the Nordic countries–Finland, Denmark, and Norway as well as Sweden. A review of the literature on school develpoment research is presented, focusing on improvement efforts occurring at local school levels, not on those intended to span the entire school system. A discussion is presented of the role that action research has played in developing INSET within the framework of school improvement efforts. Following a discussion of conclusions from the research reports and literature review, some recommendations are made for possible new initiatives on the part of local schools as well as school staffs. Fifty-two references are included. (JD)

ED 306 200 SP 031 075
Stevens, Deborah A.
Development and Initial Test of Viability for Body Size Estimation in Children.
Pub Date—Feb 89
Note—18p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Body Image, *Elementary School Students, Grade 2, Personal Space, Primary Education, *Self Concept, *Student Attitudes, *Test Validity
Identifiers—*Block Figure Model
The purposes of this study were to: (1) develop a tangible instrument to measure pupils' body size estimation; (2) test the feasibility of using the instrument with young elementary school children; (3) develop, utilize, and modify directions to the children; and (4) initially check validity. Ten second-grade children were instructed to build a block figure model (BFM) representing an estimate of their own perceived body segments. The children built the model by: (1) selecting the hip-width blocks to be used; (2) building the legs to the perceived height; (3) building the trunk to the perceived height; and (4) attaching the head and arms. Results showed consistent underestimation and demonstrated tendencies toward significant correlation between actual estimations and perceived estimates of body size on three of the four variables. The hip-width variable demonstrated erratic estimates with very low correlation, . It is suggested that the BFM instrument may be a viable measure for the estimation of perceived body size in children. (JD)

ED 306 201 SP 031 077
Heyns, Barbara
Status of the American Public School Teacher: Implications for Future Research.
Pub Date—Apr 88
Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). For the original NEA report, see ED 284 330.
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Attrition (Research Studies, Educational Resources, Employment Patterns, *Faculty Mobility, Information Dissemination, Policy Formation, *Public School Teachers, *Research Needs, *Research Utilization, *Teacher Shortage, Trend Analysis
This paper reviews "The Status of the American Public School Teacher, 1985-86," a report on a survey conducted by the National Education Association (NEA), with the aim of locating specific results or findings in that report that have implications for future research on the teaching profession. Periodic surveys of school teachers conducted by the NEA are a valuable source of trend data and baseline estimates of demographics, working conditions, and attitudes. The most important implication for future research is that the NEA surveys could be used to disaggregate trends and to present more refined estimates of change in the teaching profession. The three most important issues confronting educational policy during the next decade concern: (1) the nature and meaning of attrition; (2) the quality and qualifications of the teaching force; and (3) appropriate responses to teacher shortages at the state and local level. More refined research based on NEA teacher surveys, and complemented by both qualitative studies of teaching and school organization and longitudinal studies of career mobility, are required to address these issues. (JD)

ED 306 202 SP 031 087
Bray, Judith L. And Others
New Directions for State Teacher Policies.
Education Commission of the States, Denver, Colo.
Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.; Spencer Foundation, Chicago, Ill.
Report No.—ECS-WP-TR-85-1
Pub Date—Dec 85
Note—278p.
Available from—ECS Distribution Center, 1860 Lincoln Street, Suite 300, Denver, CO 80295 ($12.50).
Pub Type— Reports - Descriptive (141) — Reports - Research (143)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors—Elementary Secondary Education, *Excellence in Education, *Improvement Programs, Incentives, Inservice Teacher Education, Professional Recognition, School Effectiveness, *State Programs, *Teacher Education, *Teacher Recruitment
This volume reports the results of an extensive study of state teacher policies and programs. It is based on the idea that the extraordinary level of state activity in recent years, if coupled with the interests and aspirations of teachers themselves, can be the foundation for a renewal of the teaching profession. Section 1 describes innovative state programs for recruiting, recognizing, rewarding and renewing educators. These selected programs illustrate one or more of the following characteristics: (1) cooperative planning; (2) research-based strategies; (3) adequate or innovative financing; (4) evidence of change in classrooms; and (5) revisions based on feedback from implementers. Section 2 charts a comprehensive survey of teacher policies in the 50 states and the District of Columbia. The charts are organized into three broad chronological areas: preservice, induction, and inservice. (JD)

ED 306 203 SP 031 089
Citron, Christiane H.
An Overview of Legal Issues in Teacher Quality. ECS Working Papers, Law.
Education Commission of the States, Denver, Colo.
Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.
Report No.—ECS-WP-LEC-84-4
Pub Date—Jan 84
Note—42p.
Available from—ECS Distribution Center, Suite 300, 1860 Lincoln Street, Denver, CO 80295 ($4.00).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Accreditation (Institutions), Collective Bargaining, *Legal Problems, Reduction in Force, State Action, *Teacher Certification, *Teacher Dismissal, Teacher Education Programs, *Teacher Evaluation, *Teacher Rights, Tenure
As popular support grows for improving education, the states are considering many different ways to attract better teachers into teaching and keep good teachers in the schools. Proposed reforms are being widely discussed, in national reports, state legislatures, and many other forums across the nation. Less widely discussed but also important are the legal context for reform and the legal implications for particular types of reform. This paper identifies central legal principles that should shape state action in three areas: the entry of new teachers into the profession, the performance of teachers, and the dismissal of teachers. (JD)

ED 306 204 SP 031 090
Approved Teacher Education Programs in South Carolina, 1988-89.
South Carolina State Dept. of Education, Columbia.
Pub Date—88
Note—98p.; For the 1987-88 edition, see ED 291 705.
Pub Type— Reports - Descriptive (141) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Accreditation (Institutions), *Degrees (Academic), Higher Education, State Standards, *Teacher Certification, *Teacher Education Programs, *Testing
Identifiers—*South Carolina
This document provides information on the status of 28 teacher education institutions in South Carolina. For each institution the information includes accreditation status, approved programs, school level, dates of approval and expiration, and level of degree offered. Information is also given on teacher certification requirements for the state, reciprocity, and minimum required scores on appropriate teaching area examinations. (JD)

ED 306 205 SP 031 091
Spacht, Roger J.
A Practical Approach to Developing Recreation Administration Courses.
Pub Date—89
Note—21p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Education, *Curriculum Development, *Education Work Relationship, Higher Education, *Leisure Education, Program Development, *Recreational Activities
Courses in recreation curriculum in the United States assist in preparing graduates to fill a variety of leisure service positions. This study was undertaken in an effort to determine whether the current administration course content accurately reflects the elements that practitioners feel are important. Information gathered in a national survey of syllabi from recreation administration courses is compared to the reaction by recreation practitioners in respect to learning items necessary for entering professionals. Recreation program administrators in public, corporate, and commercial/resort arenas were surveyed. Common learning items used by institutions are reflected along with the perception of various practitioners. Conclusions indicate that the subject matter covered in the majority of the recreation administration courses is appropriate and beneficial. The survey identified a few areas of concern which recreation educators should take into consideration in designing their courses. (Author)

ED 306 206 SP 031 092
Blanton, Mary Dale And Others
Needs Assessment and Curricular Evaluation for Sport Management Careers in Local Government and Voluntary Agencies.
Pub Date—7 Oct 88
Note—32p.; Paper presented at the National Congress of the National Recreation and Park Association (Indianapolis, IN, October 7, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrator Characteristics, *Athletics, *Curriculum Evaluation, Education Work Relationship, Employers, *Employment Opportunities, Higher Education, Management Development, *Needs Assessment, Physical Education, *Public Agencies, *Voluntary Agencies
Identifiers—*Sport Management
This paper compares local government and voluntary agency personnel in terms of characteristics of prospective employees, traits for on-the-job success, and specific course requirements for each. The research is intended to provide a basis for planning curricula, utilizing empirical evidence of the needs assessment and program evaluation by and for professional sport management in local government and voluntary agencies. Fourteen figures are included. (JD)

ED 306 207 SP 031 093
Pichert, James W. And Others
Improving the Teaching Skills of Registered Dietitians.
Pub Date—Mar 89
Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Allied Health Personnel, *Counseling Techniques, *Delivery Systems, *Dietitians, Health Promotion, Nutrition Instruction, Postsecondary Education, *Teaching Skills
In response to a perceived need on the part of health professionals for acquiring better teaching

skills, a 30-hour course called "Effective Patient Teaching" (EPT) was developed. The course focuses on interpersonal skills that establish bedside manner, essential teaching functions, delivery skills, and adherence counseling techniques. This study evaluated the influence of the course on real-world practice of 30 health professionals. Results indicated that dietitians who took the course changed their teaching performances immediately after completing it, but the improved teaching skills of EPT participants began to decline towards baseline after three months. The greatest improvement occurred in delivery skills scores. (JD)

ED 306 208 SP 031 094
Clandinin, D. Jean Connelly, F. Michael
Narrative, Experience and the Study of Curriculum.
Spons Agency—Alberta Advisory Committee for Educational Studies, Edmonton.
Pub Date—[87]
Note—25p.
Pub Type— Information Analyses (070) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Beginning Teachers, *Curriculum Development, *Experiential Learning, Foreign Countries, Higher Education, *Holistic Approach, *Personal Narratives, Story Telling, Teacher Education Programs, *Teacher Interns, *Teaching Experience
Identifiers—Alberta (Calgary)
This paper discusses the role of imagination, experience, and narrative recounting of practical events in the education of novice teachers. The narrative study of experience connects autobiography to action and intentional future; it connects these to social history and direction; and it links the pluralistic extremes of formalism to the concreteness of specific actions. This discussion rethinks curriculum and teaching in terms of a narrative inquiry which draws on classroom observation and participant observation of the practical, along with the bringing forward of personal experience in the form of stories, interviews, rules, principles, images, and metaphors. The focus of the paper is on how a narratively understood curriculum for teacher education meshes with a curriculum for the teacher's students. It is pointed out that practical knowledge is learned through apprenticeship to a master and this form of learning has some advantages over "book" learning. It is in the laboratory, combined with the best of apprenticeship, that practice is learned as a whole and experientially. To illustrate this point, a case study is presented of the experiences of an intern teacher and her cooperating teacher. The implications for teacher education programs are discussed. (JD)

ED 306 209 SP 031 097
Foyle, Harvey C., Ed. Wilson, John H., Ed.
Human Sexuality/AIDS Education.
Kansas Association for Supervision and Curriculum Development.
Pub Date—89
Note—94p.
Journal Cit—KASCD Record; v7 n1 p1-8 Win 1989
Pub Type— Reports - Descriptive (141) — Collected Works - Serials (022)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Acquired Immune Deficiency Syndrome, Adolescents, *Curriculum Development, Elementary Secondary Education, *Health Promotion, High Risk Persons, Pregnancy, *Sex Education, *Sexuality
Identifiers—Kansas
The primary intent of this theme issue is to clarify the urgent problems faced by the nation's youth in regard to Acquired Immune Deficiency Syndrome (AIDS) and human sexuality for Kansas educators and curriculum developers. The first section includes an overview of the Kansas Department of Education's mandate/regulation for human sexuality/AIDS education, along with observations about satisfying the directive. In section 2, questions are raised on whether these problems should be confronted pedagogically or demagogically. Discussions are presented on the social and political impact of AIDS and the enormous cost involved. The third section presents the responses to the State Department of Education's regulation and offers explanations of alternatives for satisfying the mandate on human sexuality/AIDS education in the Kansas schools. Section 4 presents a collection of brief articles on research about unplanned pregnancy, teaching techniques for educators, and the church's approach to these problems. Selected references and resources are included. (JD)

ED 306 210 SP 031 104
Didham, Cheryl K. Steward, Therese M.
Equal Opportunity in the Classroom for All Children.
Pub Date—Mar 89
Note—21p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (Orlando, FL, March 11-14, 1989).
Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Elementary Secondary Education, *Grouping (Instructional Purposes), Individual Differences, Performance Factors, *Self Esteem, *Social Bias, Socioeconomic Influences, Student Attitudes, *Teacher Expectations of Students
This paper presents an overview of the research and literature on teacher expectations, particularly that from the last ten years. This includes research on race, gender, and socioeconomic status. Also included are studies on non-verbal behaviors and grouping children according to perceived ability. It is pointed out that pupils respond to expectations of teachers, and their performance and self-esteem are influenced by the attitudes of teachers. While teachers are generally correct in their judgments of what each child needs, unconscious biases or treatment of particular children can lead to the self-fulfilling prophecy. Thirty-eight references are cited in the bibliography. (JD)

ED 306 211 SP 031 105
Roach, Patricia Reed, Marlene
Interdepartmental Collaboration: Making the Whole Greater than the Sum of the Parts-A Retrospective View.
Pub Date—Mar 89
Note—10p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Anaheim, CA, March 2-5, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Accreditation (Institutions), *Cooperative Planning, Educational Change, Higher Education, *Intercollegiate Cooperation, *Intergroup Relations, *Interpersonal Relationship, Program Development, Schools of Education
This presentation was designed to provide insights into the interdepartmental collaboration that occurred at one small rural southern university during the initial process of attempting to meet National Council for the Accreditation of Teacher Education (NCATE) redesign standards. Because the university was unsuccessful in its first attempt, emphasis was placed on the activities which occured during the time after the first visit from the NCATE team and the time which preceded the second team visit. The purpose of the paper is to underscore the complexity of the change process as it is related to the limited research on interdepartmental status and prestige. (Author)

ED 306 212 SP 031 120
Beyerbach, Barbara A.
Obstacles and Possibilities in Building Interdependence: Two Worlds.
Pub Date—Mar 89
Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—High Schools, *Interaction Process Analysis, Pacing, *Research, *Researchers, Science Instruction, *Teacher Attitudes
Identifiers—Wait Time
This study examined the interrelationships between research, policy, and practice. A year-long observation study was made of the lives and activities of a group of educational researchers collaborating on a nationally funded research investigation. The researchers were trying to implement wait time in high school biology and chemistry classes. Initially, the study focused on: (1) the development of research ideas; (2) the subjective meaning of the research as work to the individuals; (3) the group's interactions, leadership structure, decision making process, and interactions with their teacher-subjects; and (4) the interactions within the larger social context. The focus of the study was broadened to encompass the perspectives of the teacher-subjects towards wait time, and eventually towards becoming a teacher-researcher. An analysis of the accumulated data indicated that involving teachers as researchers allowed highly experienced teachers an opportunity to grow and learn in ways that they felt benefited their students. (JD)

ED 306 213 SP 031 121
Beyerbach, Barbara A. And Others
Exploring Preservice and Practicing Teachers' Thinking About Children and Teaching.
Pub Date—Mar 89
Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Child Development, *Child Psychology, Comparative Analysis, *Early Childhood Education, Higher Education, Preservice Teacher Education, Student Behavior, Student Teachers, *Teachers, *Theory Practice Relationship
This study seeks to evaluate if and how undergraduate and graduate students in an early childhood education program applied theories of child development and knowledge of pedagogy in discussing and interpreting young children's behavior in two different contexts. This was assessed by analyzing their discourse as they discussed video tapes: (1) in small groups after viewing a video of children playing over the course of 18 months; and (2) in stimulated recall sessions in which the students were reflecting on lessons that they had taught. A brief description is given of the current undergraduate early childhood program at the University College of New York at Oswego, and the procedures used in the study. Data from the study indicated that the undergraduates' discussion of children revealed that they attempted to apply course content to their observations but lacked finely tuned observation skills. As compared to the more experienced teachers, their recommendations were often vague and abstract. Implications of the findings for improving a teacher education program are discussed. (JD)

ED 306 214 SP 031 122
Richards, Janet C. And Others
Psychological and Personal Dimensions of Prospective Teachers' Reflective Abilities.
Pub Date—Mar 89
Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Achievement Need, Creativity, *Critical Thinking, Higher Education, *Locus of Control, *Metacognition, *Personality Traits, Preservice Teacher Education, *Student Characteristics, *Student Teachers
This study of student teachers' reflective abilities defines reflecting about teaching as the capability and willingness of prospective teachers to question and critically analyze their teaching and teaching experiences. In discussing differences between student teachers in psychological and personal dimensions, the characteristics examined were: (1) experience; (2) academic performance; (3) achievement need; (4) locus of control; (5) creative ability; and (6) personality type. The subjects of the study were 16 elementary education majors enrolled in reading/language arts courses designated as an inquiry-oriented early field experience. Dialogue journals were chosen as the primary mode of reflection. These journals were analyzed weekly for evidence of reflective thinking. At midsemester the subjects were classified as either "reflective" or "non-reflective" based on their journals and individual interviews. The results indicated that there may be measurable psychological and personal determinants or characteristics which describe "reflectors." Some of these characteristics are self-confidence, academic ability, and prior experience. A significant "reflector" characteristic was internal locus of control and the belief that they are in control of themselves and their actions rather than external forces. (JD)

ED 306 215 SP 031 123

McCullough, Laura L. And Others
In the Beginning: The Questions of Teacher Education Students.
Pub Date—31 Mar 89
Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Career Choice, Classroom Techniques, Higher Education, *Lifestyle, *Student Teacher Attitudes, Teacher Salaries, Teacher Student Relationship, *Teaching (Occupation), *Teaching Conditions, Teaching Experience
This study examined the attitudes, beliefs, and concerns of second-year students in the University of Virginia teacher education program. One of the purposes of the second year course is to guide students in the process of making a career choice. "Teaching as a Profession" is the first professional course in the program. Students are involved in intensive study of an understanding of themselves and their decision to become a teacher, varying educational philosophies and how to begin the process of determining their own, and the idea of teaching as a profession. The 40 students who participated in the study were asked to write questions which they would like answered by a classroom teacher. These questions were operationalized as entry level concerns and were written prior to any course or field work. The thematic categories of the questions were teacher training, career, classroom management, parents, educational reform, pay, relations, students, qualities, instruction, and lifestyle. An analysis of the findings takes into consideration differences between prospective elementary and secondary teachers. Included in the appendices are typical questions asked regarding career choice, teaching skills, lifestyle, and educational policy. References are included as well as 4 tables displaying specific data on demographic variables reflected in 17 of the questions. (JD)

ED 306 216 SP 031 124
Moon, R. Arden And Others
The Language of Transformation: An examination of the Student Teacher's Process of Transformation of Experience to Personal Knowledge.
Pub Date—29 Mar 89
Note—34p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Cognitive Development, Cognitive Processes, Comprehension, *Developmental Stages, *Experiential Learning, Field Experience Programs, Higher Education, *Language Usage, Metacognition, Preservice Teacher Education, *Student Teachers, *Teaching Experience, Theory Practice Relationship
This paper describes the process by which student teachers in field experience programs transform present experience into personal knowledge through experiential learning. The paper is guided by the contemporary understandings about languaging; which include reading, writing, talking, listening, and the transformation of experience into new learning as personally constructed knowledge and meaning. Three considerations regarding student teaching programs are examined and used as a construct for looking more closely at the process of transformation in learning. The exploratory research reported in this paper looks specifically at how a student teacher's written language may differ at the various developmental levels of becoming a professional teacher and what patterns of language, if any, promote or facilitate transformation at the different levels. The three considerations presented as the paper's construct are: (1) the traditional learning model accepted in many programs as appropriate for student teaching; (2) the process of learning from experience; and (3) languaging as a strategy for transforming experience to personal knowledge—specifically writing and talking, which are the originating processes. (JD)

ED 306 217 SP 031 125
Sunal, Dennis W. And Others
Teacher Thinking: Effects of Intervention Instruction on Basic Teaching and Problem Solving Skills.
Pub Date—Mar 89
Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Beginning Teachers, *Cognitive Development, *Cognitive Mapping, Decision Making, Developmental Stages, *Encoding (Psychology), Higher Education, *Perceptual Development, *Problem Solving
The purpose of this study was to determine if intervention instruction in encoding processes affects novice teacher problem solving ability in educational contexts of varying levels of complexity. It sought to determine the effects of intervention training in nine specific encoding processes, prerequisite to effective problem solving, on novice teacher performance in observing and making higher quality decisions in planning and teaching classroom lessons. The cognitive structure level of the novice teacher was also studied to determine its effects on the quality of professional performance. The subjects of the study were senior year preservice education majors at a large eastern university. A detailed description is given of the procedures followed in the intervention process used in the instruction received by the experimental group. These procedures were intended to increase the complexity of awareness, including perceiving, conceiving, reasoning, and judging, through adaptation to the environment and assimilation of information. A discussion of the results indicates support for the hypothesis that teacher education courses and inservice training focusing at least partially on basic encoding processes can increase novice teacher effectiveness in basic teaching and problem solving skills. (JD)

ED 306 218 SP 031 130
Hall, Janice L. Bowman, Andrea C.
The Journal as a Research Tool: Pre-Service Teacher Socialization.
Pub Date—20 Feb 89
Note—10p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (St. Louis, MO, February 18-22, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Field Experience Programs, Higher Education, Preservice Teacher Education, Research Methodology, Secondary Education, Secondary School Teachers, *Socialization, *Student Journals, *Student Teacher Attitudes, *Student Teaching
This study was undertaken to examine the socialization process of secondary education students becoming teachers. The problem addressed was whether students progressing through a series of field experiences have the same kind of transition process at each stage of a secondary education program. The student teaching journal was used as an investigatory tool to research the problem. Student teachers who participated in the study were among 22 who were student teaching within a 50-mile radius of Indiana State University. Seven themes from a previous study on early field experience socialization were used as a comparison to the socialization process of the student teacher (teaching metaphor, teaching motivation, relationships of teaching, transition to teaching, realities of teaching, reflections on teaching, and teaching practice). The analysis of entries in student teachers' journals revealed definite implications for teacher education programs. (Author/JD)

ED 306 219 SP 031 131
Lockledge, Ann
A Matter of Research: Preservice Teachers and Young Adolescent Consumers.
Pub Date—[89]
Note—13p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Action Research, Behavior Patterns, *Consumer Economics, Consumer Education, Developmental Stages, *Group Dynamics, Higher Education, Junior High Schools, *Junior High School Students, *Peer Influence, Preservice Teacher Education, Social Behavior, Student Attitudes, Student Characteristics
Preservice secondary teachers were assigned research on the consumer behavior and habits of junior high school students for the purpose of allowing preservice teachers to discover their own knowledge of young adolescents. Observations were made of groups of students at two typical malls in a southeastern city of around 100,000 population. The approach taken in this study was that one answer to understanding the young adolescent's attitudes toward consumerism may lie in watching how seemingly irrational decisions are made. Observations were made on the social and economic activity of "middlers" and their patterns of consumption. Three conclusions were drawn: (1) young adolescents between the ages of 10 and 14 have special characteristics as a group and exhibit consumption patterns consistent with these characteristics; (2) consumer education for this age group would be particularly appropriate because of its direct relationship to a preferred recreational activity (going to a mall); and (3) it is important for instructors of preservice teachers who will be teaching at this level to recognize the impact of direct, self-managed observational research on these prospective teachers. (JD)

TM

ED 306 220 TM 012 604
Enger, John M. Howerton, D. Lynn
Performance on the 1988 GED Tests by Graduating High School Seniors and Adult GED Examinees. Report No. 88-831.
American Council on Education, Washington, D.C. General Educational Development Testing Service.
Pub Date—Aug 88
Note—43p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adult Education, *Adults, Comparative Analysis, *Equivalency Tests, Essay Tests, *Graduation Requirements, High School Equivalency Programs, High Schools, *High School Seniors, Multiple Choice Tests, National Norms, National Programs, Testing Programs, *Test Results
Identifiers—*General Educational Development Tests
The results of two nationwide administrations of the 1988 General Educational Development (GED) tests were compared. The first, a norming study, was based on 34,548 GED tests taken by graduating high school seniors. The second study was based on 55,154 GED test item sets administered to adult examinees who had taken the test for diploma equivalency. In general, the adults who passed the GED tests performed similarly to the graduating high school seniors on all GED tests. Both these groups significantly outperformed the GED failing group on each of the five multiple-choice tests. Observed results were similar for the essay test, but no significant differences were noted. Subtest analyses on the multiple-choice tests classified each by content area and cognitive level or item type. No significant differences were noted between seniors and adults who passed the GED. In most of these analyses, both the seniors and the adult pass group significantly outperformed the GEDT fail group. The results support use of the 1988 GED tests for awarding high school diploma equivalency credentials. Five tables and 12 figures are included. (SLD)

ED 306 221 TM 012 673
Belenski, Mary Jo
A Comparison of Formative and Summative Evaluation.
Pub Date—[83]
Note—11p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Comparative Analysis, *Educational Assessment, *Evaluation Methods, *Formative Evaluation, *Program Evaluation, Program Improvement, *Summative Evaluation, Test Use
Formative and summative evaluations in education are compared, and appropriate uses of these methods in program evaluation are discussed. The main purpose of formative evaluation is to determine a level of mastery of a learning task, along with discovering any part of the task that was not mastered. In other words, formative evaluation focuses the learner and instructor on specific learning necessary to obtain mastery. Summative evaluation is aimed at a more general assessment of the extent to which educational goals have been attained over an entire course or program of study. While formative evaluation highlights areas that need improvement

or remediation, the goals of summative evaluation are: (1) grading or certifying students; (2) judging the effectiveness of students' learning; and (3) comparing curricula. Formative evaluation is a short-term effort of specific content, with focus on specific abilities. Summative evaluation, a more general long-term effort, focuses on transferable abilities, often cognitive in nature. Summative evaluation occurs when it is too late to modify the process under study. Formative test results may lead to conclusions that other methods would be more effective. Ideally, educators should incorporate both types of evaluation in program development. A chart summarizes differences between the two types of evaluation. (SLD)

ED 306 222 TM 012 857
Friedland, Edward I. Friedland, Mark W.
Common Sense about SAT Scores: The Sky Is Not Falling.
Krell Software Corp., St. James, NY.
Pub Date—[88]
Note—16p.
Pub Type— Reports - Evaluative (142) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Admission Criteria, *Aptitude Tests, *College Entrance Examinations, *Educational Trends, Higher Education, High Schools, Local Norms, National Norms, Predictive Measurement, *Scores, Standardized Tests, State Norms, *Test Results, Test Score Decline, Trend Analysis
Identifiers—*Scholastic Aptitude Test
When properly understood, scores on the Scholastic Aptitude Test (SAT) support the hypothesis that the performance of American students as measured by the SAT is steadily improving. As the overall pool of SAT takers increases and as pressures to adopt SAT scores as an administrative measure of instructional performance mount, SAT averages at the national, state, and local levels can be expected to be driven down. Linear regression makes weeding out the impact of sample size changes on SAT averages possible. Applying these techniques to 1988 data for the 1.1 million students who took the SAT nationwide, the 913,000 who took the SAT in states where it is the principal college entrance examination, and the 187,000 who took the SAT from other states, reveals real increases in average SAT scores. From 1987 to 1988, there was a 9.1 point increase. Only one state had a decrease in real mathematics performance, and only two had decreases in real verbal performance. Many have accepted the notion of a decline in SAT scores; such a decline can be useful in competition for budgets and recognition. The apparent improvement needs to be clarified; it may be due to students being inherently better, or it may reflect that students are better prepared for taking the SAT. (SLD)

ED 306 223 TM 012 870
Keatz, Daphne M.
Skilled Interviewing.
Report No.—ISBN-0-86431-033-1
Pub Date—88
Note—120p.
Available from—Australian Council for Educational Research Ltd., Radford House, Frederick Street, Hawthorn, Victoria 3122, Australia.
Pub Type— Reports - Evaluative (142) — Books (010)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Communication Skills, *Evaluation Methods, Interpersonal Communication, *Interviews, Measures (Individuals), Nonverbal Communication, Qualitative Research, *Questioning Techniques, *Research Methodology, Surveys
Identifiers—Interviewers
The aim of this book is to assist people who use interviewing as a means of gathering information. It is a practical guide to more effective techniques and provides methods relevant to a variety of contexts. After a review of the psychological bases of interviewing, the types of interview are discussed as follows: (1) personal data reporting; (2) opinion polls or sample surveys; (3) research interviews; (4) clinical interviews; (5) key informant interviews; (6) guided interviews; (7) focused interviews; (8) mass media interviews; (9) group interviews; (10) job interviews; (11) telephone interviews; and (12) combined methods. Ways of structuring the interview and techniques of interviewing are considered. Particular attention is given to non-verbal communication and how non-verbal communication cues can be used to facilitate the aims of the interview. Techniques are presented for handling difficult cases, when respondents are hostile, anxious, too agreeable, or unusual in other ways. Interviewing thorough an interpreter, and the interview as a research tool are also addressed. (SLD)

ED 306 224 TM 012 916
Zimowski, Michele F. Wothke, Werner
The Measurement of Human Variation in Spatial Visualizing Ability: A Process-Oriented Perspective. Technical Report No. 1986-1.
Johnson O'Connor Research Foundation, Chicago, IL. Human Engineering Lab.
Pub Date—Sep 86
Note—73p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Cognitive Processes, *Individual Differences, *Sex Differences, *Spatial Ability, Verbal Ability, *Visualization, Visual Measures
Identifiers—*Spatial Tests, Structural Visualization
Two processing abilities used to solve spatial problems are examined: (1) the analog ability of structural visualization; and (2) the non-analog ability of verbal analytic reasoning. The distinction is based on an evaluation of information processing theory and a review of process-oriented studies of individual differences. Criteria are presented for determining which abilities are measured by tests of spatial ability and for classifying existing instruments on the basis of these criteria. Non-analog ability is the ability measured by certain tests of general intelligence and verbal processing abilities. Analog ability involves the holistic gestalt-like processing of visuospatial information. Reexamining the literature on individual differences and classifying the results by test types demonstrates that the commonly accepted belief that sex differences in spatial ability emerge in adolescence is not supported by the literature. The male advantage in analog processing ability is evident well before adolescence. Accumulated evidence also does not support the theory of recessive X-linkage of spatial ability. Five figures illustrate score differences, and 30 examples of spatial test items are appended. A 157-item list of references is included. (SLD)

ED 306 225 TM 012 917
Facione, Peter A.
Assessing Inference Skills.
Pub Date—20 Feb 89
Note—30p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Cognitive Measurement, Construct Validity, Content Validity, *Critical Thinking, Elementary Secondary Education, Evaluation Methods, *Inferences, Knowledge Level, *Multiple Choice Tests, *Standardized Tests, Test Construction, *Testing Problems, Test Validity
Identifiers—Jargon, Technical Language
Four major problem areas inhibit the standardized assessment of critical thinking (CT): (1) content validity; (2) construct validity; (3) technical jargon; and (4) background knowledge. Practical examples of framing multiple-choice items for assessment are suggested. In the area of content validity, new agreement about the definition of CT now allows it to be seen as a combination of personality traits, cognitive affects, and cognitive skills. Construct validity is a more troublesome problem because it presumes that one can write questions focusing on the process of thinking as distinct from other factors. Avoiding jargon is a necessity in framing multiple-choice questions. The background knowledge problem can only be addressed by trying to write CT items that presume only the most universal social and human experiences. Specific multiple-choice items that might resolve these difficulties also serve as paradigm frames for targeting three core CT abilities–analyzing, drawing, and evaluating inferences. Every aspect of CT may not be amenable to multiple-choice testing, but the question of whether or not multiple-choice assessment tools framed as suggested above might be suitable is an empirical question that can be addressed by research. A 64-item list of references is provided. (SLD)

ED 306 226 TM 012 939
Thompson, Bruce
Invariance on Multivariate Results: A Monte Carlo Study of Canonical Coefficients.
Pub Date—5 Mar 89
Note—104p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Evaluative (142) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Computer Simulation, *Correlation, *Monte Carlo Methods, *Multivariate Analysis, *Sampling, Statistical Analysis, Statistical Studies
Identifiers—*Canonical Coefficients, *Sampling Error
In the present study Monte Carlo methods were employed to evaluate the degree to which canonical function and structure coefficients may be differentially sensitive to sampling error. Sampling error influences were investigated across variations in variable and sample (n) sizes, and across variations in average within-set correlation sizes and in across-set population correlation sizes. Sixty-four different research situations were investigated, and for each situation 1,000 random samples were drawn. Results suggest that both sets of coefficients are roughly equally influenced by sampling error, except perhaps when some intradomain correlation coefficients are quite large. Thus, the case for emphasizing interpretation of structure coefficients must be made on a psychometric basis, rather than on the grounds that structure coefficients are less sensitive to sampling error influences. (Eight data tables supplement the text. A scattergram of canonical composite scores, population parameters for 16 research situations, 64 tables of descriptive statistics each involving 1,000 samples, and two tables of mean deviations and mean absolute deviations from population values are appended.) (Author)

ED 306 227 TM 012 940
Boenen, Nancy R. Hopkins, Patricia
Secondary Retention Alternative.
Austin Independent School District, Tex. Office of Research and Evaluation.
Report No.—AISD-88.17
Pub Date—Mar 89
Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Academic Failure, Elementary Secondary Education, Grade 8, Grade 9, Grade Repetition, *High Risk Students, Junior High Schools, Low Achievement, Middle Schools, *Program Evaluation, *Remedial Programs, Secondary School Students, *Student Promotion, *Transitional Programs, Underachievement
Identifiers—*Academic Incentive Program, Austin Independent School District TX, *Transitional Academic Program
Two alternatives to retention in grade for secondary school students were evaluated in Austin (Texas). Both were designed to allow students who are potential retainees (PRs) to receive remediation in one semester. The Transitional Academic Program (TAP) allows PRs to enroll in ninth-grade courses while repeating eighth-grade courses they had failed; focus is on skills not mastered the first time. The Academic Incentive Program (AIP) is a program of intense remediation in basic subject areas for PRs in junior high and middle schools. The AIP, compared to the TAP, is for students whose attainment is farther below grade levels. Outcome measures evaluated include: students' attitudes; promotion rates; attendance; achievement; academic credits and grades; and dropout rates. PRs were compared to those retained in grade 8. The TAP served 148, 127, 144, and 75 students in the fall 1986 through spring 1988 semesters; the AIP served 28, 104, and 310 students in the fall 1986 through fall 1987 semesters. There were 160 retainees in the 1986-87 school year. AIP students and full-year retainees did better than did TAP participants. AIP students did better in dropout rates and grade point average (GPA), and retainees did better in dropout rate, GPA, and number of failing grades. TAP students earned slightly more credits toward graduation. Contrary to expectations, full-year retainees had lower dropout rates and better academic progress than did students in either transitional program. Staying in the same school may help performance; TAP students attended three schools in three semesters. Moving to high school at the start of a year may also be better than moving after one semester. Thirteen data tables and two bar graphs support the text. (SLD)

ED 306 228 TM 012 971
Cohen, Paul
High School Graduation Requirements Law: Data Pertaining to the 1987-88 Graduating Class.
New Jersey State Dept. of Education, Trenton.
Pub Date—Nov 88
Note—27p.
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Failure, Basic Skills, *Grade 12, *Graduation Requirements, High Schools, *High School Seniors, *Minimum Competency Testing, Public Schools, *School Districts, Secondary Education, State Legislation, *Test Results
Identifiers—*New Jersey, Test Reporting
School districts in New Jersey were required to report to the State Department of Education data pertaining to the impact of the state's high school graduation law (Chapter 241, Public Law 1979) on the 1987-88 graduating class. Data were collected through a form completed by all public school districts issuing diplomas. Of the 77,680 students in grade 12 as of June 1988, 97.1% were awarded diplomas. The vast majority (99.6%) of those awarded diplomas met the basic skills requirement through the Minimum Basic Skills Test required by the state, and the remaining 0.4% met the requirements through the Special Review Assessment provided for by state law. Failure to meet curricular requirements was the reason for diploma denial for 84.2% of the 2,264 students who did not graduate; 21.6% failed to meet credit hour requirements. In urban districts, 94.3% of the 20,580 12th graders graduated. While 2.5% of the entire group who did not graduate failed to meet basic testing requirements, 4.4% of urban non-graduates did not meet the basic skills requirement. Nearly 95% of the 5,967 handicapped seniors received a diploma. Diplomas were received by 90.8% of the 889 limited English proficient students in grade 12. Nine tables present graduation statistics. The district reporting form is appended. (SLD)

ED 306 229 TM 012 982
Silvestro, John R. And Others
Public School Educator and Teacher Educator Job Analysis Ratings of Certification Test Objectives.
Pub Date—Mar 89
Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Comparative Analysis, Content Analysis, Elementary Secondary Education, *Interrater Reliability, *Job Analysis, Job Skills, Licensing Examinations (Professions), *Measurement Objectives, Occupational Information, *Public School Teachers, Skill Analysis, Teacher Certification, Teacher Education, *Teacher Educators, *Test Construction, Testing Programs
Identifiers—Teacher Surveys
The job analysis procedures used in the development of the Illinois Certification Testing System are described. The degree of congruence between job analysis ratings provided by public school educators (PSEs) and teacher educators (TEs) who completed the job analysis surveys is examined. National Evaluation Systems, Inc., and the Illinois State Board of Education defined a preliminary content domain for each certification test field. Content advisory committees of PSEs and TEs reviewed these objectives to form two job analysis surveys--one for PSEs and one for TEs--sent to practicing PSEs and TEs from 55 colleges and universities. Surveys were sent to over 13,000 educators in 10 subject matter fields. Overall response rates were 82% for PSEs and 68% for TEs. Responses of PSEs were given primary emphasis in selecting objectives to be tested; responses of TEs were secondary information. PSEs and TEs tended to perceive the same content as important to an educator in a specific field. Music, math, and physical education--subjects in which the educator is more likely to use, than teach the content--showed the most difference between ratings from the two groups; and learning disabilities and general administration showed the least difference between the two groups. TEs' ratings of objectives consistently tended to be higher than those of PSEs, but both rated the objectives very high in importance. Four data tables are appended. (SLD)

ED 306 230 TM 012 985
Cohen, Libby G. Citron, Heather B.
A Retrospective Analysis of the Annual Conference of the New England Educational Research Organization: 1969-1988.
Pub Date—Mar 89
Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Conference Papers, *Conference Proceedings, Educational History, Educational Research, *Educational Researchers, Evaluators, *Organizations (Groups)
Identifiers—*Agendas, *New England Educational Research Organization
The annual conference programs of the New England Educational Research Organization (NEERO) were examined from 1969 through 1988 to determine their content, the number of presenters, and their geographical locations as indicators of scholarly productivity. Two judges created categories for titles of papers and symposia. Merging the lists created 54 categories, several of which appeared only once or twice over the 20 years. Of a total of 1,849 presenters, only 16 attended 5 or more conferences. A large majority (1,502) participated in only one conference. Most of the presenters made presentations only once. Since all of the conference presenters are required to become members of the NEERO, the organization has a high member turnover rate. The conference may serve as a forum for graduate students and young faculty seeking to participate in a conference and to "try out" and refine their ideas and research before disseminating them to a national audience. Although 65% of the presenters were from New England, 37 states and three foreign countries were represented over the years. In the series of conferences, 211 institutions were represented, with 36 represented for 5 years or more. In spite of the rapid turnover rate, the NEERO has flourished. It may be that the small core of individuals who have been members for an extended period provide sufficient stability. Three tables and two figures illustrate the data analyzed. (SLD)

ED 306 231 TM 012 987
Goodison, Jules
The 1990 NAEP Trial State Assessment. Data Collection.
Pub Date—Mar 89
Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Achievement Tests, Administrator Role, *Data Collection, Educational Assessment, Elementary School Mathematics, Elementary School Students, Feasibility Studies, Grade 8, Junior High Schools, Mathematics Achievement, *Mathematics Tests, Program Design, *Program Implementation, *State Programs, *Testing Programs, Test Validity
Identifiers—*National Assessment of Educational Progress, *Trial State Assessment
The data collection process is described for a new facet of the National Assessment of Educational Progress (NAEP)--the state-level assessment of eighth-grade mathematics in 1990 and 1992 to determine the feasibility and validity of state assessments. For this Trial State Assessment, the NAEP will work with a State Coordinator from each of the 41 participating states to train approximately 4,000 Local Administrators (LAs), each of whom will administer one test session. In this assessment, 50% of the administrations--2,000 sessions--will be observed. The coordinator will: (1) secure the cooperation of the schools involved; (2) ensure that participating schools receive materials; (3) develop a schedule of assessment sessions; (4) obtain a list of eighth graders from each school; (5) submit the list to the NAEP for sample selection; (6) send lists of sampled students to schools; (7) coordinate training of LAs; and (8) be available to answer questions. The LA has responsibility for preparing, conducting, and completing the assessment. Training for LAs will be held in late January 1990 in 1-day sessions. Four training tools will assure that goals of standardization and participation are met--a trainer's guide, a LA's manual, a video presentation for LAs, and practice exercises. Results of a field test of materials and data collection procedures will be available in April 1989. (SLD)

ED 306 232 TM 012 988
Lunz, Mary E. And Others
Variation among Examiners and Protocols on Oral Examinations.
Spons Agency—American Society of Clinical Pathologists, Chicago, Ill.
Pub Date—Mar 89
Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computer Software, Difficulty Level, *Evaluators, *Examiners, Higher Education, Interrater Reliability, Latent Trait Theory, *Licensing Examinations (Professions), Medicine, Professional Education, Protocol Analysis, Rating Scales, Test Format, *Testing Problems, Test Items, Test Use, *Theory Practice Relationship
Identifiers—*Facet Analysis, Medical Specialty Boards, *Oral Examinations, Rasch Model, Variability
A method for understanding and controlling the multiple facets of an oral examination (OE) or other judge-intermediated examination is presented and illustrated. This study focused on determining the extent to which the facets model (FM) analysis constructs meaningful variables for each facet of an OE involving protocols, examiners, and candidates; and establishing that the OE data fit the FM. The FM for calibrating all facets of an examination is an expansion of the Rasch model. The model was applied to data collected from an OE administered by a medical specialty board to 293 candidates. The same 48 examiners judged candidates on 18 protocols of case management, examining each candidate on three protocols. The FACETS computer program for the Rasch analysis of examinations with multiple facets was used to analyze the data. The FACETS program produces three statistics for each element of each facet: (1) a logit measure; (2) its standard error; and (3) the model fit statistic (infit and outfit). Results show that variables for protocol difficulty and examiner severity can be constructed. Examiners varied markedly in their level of severity, but were consistent in that level across candidates. Protocols and examiners generally fit the expectations of the model. When a protocol or examiner does not perform as expected, the fit statistic flags the situation. The FM applies a complex and powerful analysis to the examination situation that requires a series of human judgments combined with item writing methodology, rating scale definitions, and candidate interviews. Three data tables and one graph illustrate application of the model. (SLD)

ED 306 233 TM 012 990
Terwilliger, James S. And Others
Content Validity of the GRE Physics Test as Indexed by Commonly Employed Textbooks.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 89
Grant—R-86-0017
Note—19p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, March 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Entrance Examinations, College Students, *Content Validity, *Course Content, Higher Education, *Physics, Professors, *Science Curriculum, Test Items, *Test Validity, *Textbook Content, Textbook Evaluation
Identifiers—*Graduate Record Examinations
The Graduate Record Examination (GRE) in Physics was analyzed as a specific indicator of learning outcomes in that undergraduate major. Textbooks were selected as a measure of curriculum content. A representative sample of colleges and universities (n=59) responded to questions about physics courses and textbooks and the existence of a graduate program in physics. Two panels of experts, 16 physics professors in all, rated the extent to which each text taught students what they needed to know to perform well on the GRE Physics Test. Subfields of physics that were evaluated included mechanics, electricity and magnetism, thermodynamics and statistical mechanics, and

modern and quantum physics. The panel prepared two indices: (1) R1, how well a text "covered" the GRE; and (2) R2, how well the GRE "covered" the textbook. The interrater reliability of R1 ratings was good, but the reliability of R2 ratings was not as good. Values from the R1 index indicated that the curriculum generally prepared students well in mathematics. About 60% of the relevant material in electricity and magnetism was covered by the textbooks. For the other subfields, ratings (R1) were higher for schools with graduate programs in physics; this difference was more striking for modern and quantum physics. Many items from commonly used texts were not well represented on the GRE, but it could not be determined whether this is a real mismatch or the result of the random selection process. Five data tables and two figures present the study data. (SLD)

ED 306 234 TM 012 994
Korcheck, Stephanie A.
Measuring Student Learning: Statewide Student Assessment Programs in the SREB States.
Southern Regional Education Board, Atlanta, Ga.
Pub Date—88
Note—67p.
Available from—Southern Regional Education Board, 592 Tenth Street, N.W., Atlanta, GA 30318-5790 ($6.00).
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Academic Achievement, *Achievement Tests, Criterion Referenced Tests, Elementary School Teachers, Elementary Secondary Education, Norm Referenced Tests, Secondary School Teachers, *Standardized Tests, *State Programs, *Student Evaluation, Testing Problems, *Testing Programs, Test Results, Test Use
Identifiers—*Southern Regional Education Board, *Statewide Student Assessment Programs
The statewide student assessment programs of the 15 member states of the Southern Regional Education Board (SREB) in the 1987-88 school year are described. Individual summaries of the testing programs provide information on the types of tests used in the SREB states–Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia–at each grade level. During the 1987-88 school year, every state in the SREB except one administered a criterion-referenced test to its students on a statewide basis. Every state used a norm-referenced test of some kind in 1987-88. No more than 3 of the 15 states used the same "national" test; for nearly half of these states, the test used in 1987 was not the same as that used in 1983. In 10 states, students had to pass a graduation examination to receive a high school diploma. Three states administered tests at every grade level from kindergarten through grade 12, while 3 tested at 10 grade levels, 1 tested at 8 levels, 3 tested at 7 levels, and 2 tested at only 3 levels. While Georgia became the first state in the country to require a norm-referenced test of readiness for the first grade, North Carolina discontinued testing grades 1 and 2, and Mississippi discontinued testing kindergartners. With more testing today than ever before, there are many questions about what kinds of tests and what degree of testing is best for students, schools, and states that the SREB urges member states to study. Twenty-four data tables and one graph provide the state testing statistics. (SLD)

ED 306 235 TM 012 995
Huntley, Renee M. Welch, Catherine
The Effect of Answer Location on Item Difficulty and Discrimination in Language-Usage Tests.
Pub Date—[88]
Note—21p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Entrance Examinations, *Difficulty Level, Distractors (Tests), Evaluation Methods, High School Students, *Language Tests, Language Usage, *Multiple Choice Tests, Secondary Education, Test Construction, *Test Format, Test Items, Text Structure
Identifiers—American College Testing Program, *Item Discrimination (Tests), *Item Position (Tests), Text Processing (Reading)
A study compared student performance on language-usage test items embedded in a passage when the location of the answer was varied. American College Testing (ACT) Assessment experimental units were constructed that presented 35 items whose sequence of foils was varied so that each foil appeared once as the "no change" option embedded in the passage. Each of the four experimental units–tests A, B, C, and D–was administered to approximately 300 examinees as part of the ACT tryout procedures. Additional experimental units, arranged so that the two randomly selected items presented the keyed response or the leading distractor in the first position or in the third or fourth position, were administered to approximately 65 high school students representative of the usual ACT examinee. Examinees were attracted to the keyed response in the first, or "no change" position. Results for the low ability students indicate that students tended to use the first two alternatives as wrong answer options more often. However, overall results suggest that item difficulty was not affected to any significant degree by the position of the key, although some language classifications seemed more susceptible than others. Six tables summarize the effects of answer location. Appendices A and B contain sample items from the tests. (SLD)

ED 306 236 TM 012 999
Huntley, Renee M. Plake, Barbara S.
An Investigation of Multiple-Response-Option Multiple-Choice Items: Item Performance and Processing Demands.
Pub Date—[88]
Note—17p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cognitive Processes, Computer Assisted Testing, Difficulty Level, Educational Psychology, Higher Education, *Multiple Choice Tests, Objective Tests, Preservice Teacher Education, *Standardized Tests, Test Construction, *Test Format, Test Items, *Undergraduate Students
Identifiers—American College Testing Program, Item Discrimination (Tests), *Response Patterns
The combinational-format item (CFI)–multiple-choice item with combinations of alternatives presented as response choices–was studied to determine whether CFIs were different from regular multiple-choice items in item characteristics or in cognitive processing demands. Three undergraduate Foundations of Education classes (consisting of a total of 120 students) at a large midwestern university participated in this study within their regular classrooms. Items from previous American College Testing programs were modified to form straight linear, single response, or multiple response formats for either single answer or all-inclusive answer items. A second study investigated the processing demands of the combinational-format. Undergraduates (n=43) in educational psychology courses at a large midwestern university were administered a computerized test comparing the formats, and reaction times were measured. Straight linear, single-response, and multiple-response formats showed similar item difficulty and discrimination values regardless of their response option status, indicating no reason to prefer one item phrasing over the others. In the second experiment, combinational options resulted in more processing demands than did non-combinational ones. Although item characteristics did not seem affected by the use of multiple-response items, the CFIs did appear different in the processing demands placed on the subject. (SLD)

ED 306 237 TM 013 000
Doolittle, Allen Welch, Catherine
Gender Differences in Performance on a College-Level Achievement Test.
Pub Date—Mar 89
Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Achievement Tests, College Freshmen, *College Students, Critical Thinking, *Essay Tests, Higher Education, *Mathematics Tests, Measures (Individuals), Multiple Choice Tests, Objective Tests, *Reading Tests, *Sex Differences, Writing Evaluation
Identifiers—Collegiate Assessment of Academic Proficiency, *Writing Tests
Gender differences in achievement test performance at the college level were studied as part of the initial analysis of the recently developed Collegiate Assessment of Academic Proficiency (CAAP)–an achievement test battery for use in higher education. The CAAP was pilot tested in fall 1988 and includes a measure of writing proficiency and four objective tests: (1) reading; (2) writing skills; (3) mathematics; and (4) critical thinking. Random samples of 1,000 males and 1,000 females were drawn for each objective test from students from about 100 post-secondary institutions. The students tested were primarily incoming college freshmen. The total number of examinees (n=1,490) was included in the writing analysis. The means, standard deviations, t-statistics, and effect sizes for each test indicated that females tended to perform better than males on the multiple-choice writing skills test and on the essay test. Males tended to outperform females on the mathematics test. There were no overall performance differences between males and females on the reading and critical thinking tests, but there were differences associated with individual passages. Effect sizes for performance differences were generally small, but were in keeping with results found for other tests and examinee populations. Two data tables are provided. (SLD)

ED 306 238 TM 013 001
Reckase, Mark D. And Others
Similarity of the Multidimensional Space Defined by Parallel Forms of a Mathematics Test.
Pub Date—Mar 89
Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Achievement Tests, Factor Analysis, High Schools, *High School Students, *Item Analysis, Latent Trait Theory, *Mathematics Tests, Multidimensional Scaling, Test Construction, *Test Format
Identifiers—Dimensional Analysis, *Mathematics Usage Test (ACT), *Parallel Test Forms
The purpose of the paper is to determine whether test forms of the Mathematics Usage Test (AAP Math) of the American College Testing Program are parallel in a multidimensional sense. The AAP Math is an achievement test of mathematics concepts acquired by high school students by the end of their third year. To determine the dimensionality of the multidimensional space, each test form was factor analyzed at content area and item levels, and the number of dimensions needed to define the space was determined. A multidimensional item response theory analysis (MIRT) determined where in space each item provided the most information. A sample of 2,500 individuals for each form was taken from the equating administration in 1988 of five forms of the AAP Math: 29B, 29C, 29D, 29E, and 29F. A third step was to compare the information provided by each form at 49 points in the space defined by item-person interactions. Factor analysis showed that the tests had a very dominant first factor and a possible weaker second factor. MIRT analysis showed a fairly clear distinction between story-problem items and those only requiring manipulation, but the constructs measured by these item types were highly correlated. The information comparison indicated that the test forms all had the same basic structure. Considering that these test forms were not constructed with multidimensional considerations in mind, they are very similar. Eleven tables and five graphs present study data. (SLD)

ED 306 239 TM 013 002
Kouzekanani, Kamiar And Others
Analysis of Testwiseness Components: A Quasi-Experimental Approach.
Pub Date—Mar 89
Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Available from—Kamiar Kouzekanani, P.O. Box 248065, University of Miami, Coral Gables, FL 33124.
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*College Bound Students, College Entrance Examinations, Comparative Analysis, Deduction, Guessing (Tests), Higher Education, *High School Graduates, Scores, Test Coaching, Testing Problems, *Test Wiseness, Time Management
Differences between four test-independent com-

ponents of testwiseness and their relative importance were studied in a quasi-experimental investigation of their effects. The components were: (1) time-using training; (2) error-avoidance training; (3) guessing training; and (4) deductive-reasoning training. Three parallel forms of a 30-item test were developed to measure the dependent variable--test performance. High school graduates (n=126) in a 6-week college preparatory program participated in the study. All participants (aged 15-20 years) received training in all components in different order, one each week. A control group received no training. Results indicate that although testwiseness does affect test performance, training in only one component is not sufficient to improve performance. There were no significant differences among the effects of the four components. Members of the training groups started outperforming the control group upon receiving training in at least two components. If only two components can be included in training, one skill should be related to not losing score points and one related to gaining extra points (e.g., error-avoidance and guessing). If three components are chosen, they should be the two skills related to gaining extra points (e.g., guessing and deductive reasoning), and one related to not losing score points (e.g., error-avoidance). A table shows the means and standard deviations of test performance scores. (SLD)

ED 306 240 TM 013 003
Huntley, Renee M. And Others
Do Verbal Factors Affect Performance in Mathematics Tests?
Pub Date—Mar 89
Note—17p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, March 28-30, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Analysis of Variance, College Entrance Examinations, High Schools, *High School Students, Item Analysis, *Mathematics Tests, Reading Skills, Sex Differences, Test Construction, *Test Format, Test Results, *Verbal Ability, Verbal Tests
Identifiers—American College Testing Program
This study investigated the effects of verbal factors on item performance in mathematics tests. Experimental tryout units were constructed that varied the verbal load of each of 21 mathematics test items. Each tryout unit was randomly assembled to include A, B and C versions of items so that no examinee took a unit of only one item format. Each unit was administered to approximately 3,000 examinees as part of the American College Testing tryout procedure. Results suggest that increasing the verbal load of an item does affect item performance; as the verbal load in mathematics tests increases, the difficulty of the items increases. It may be that increasing the verbal load necessitates the use of verbal and reading skills as well as mathematics skills. Results of both analyses of variance and the standardization procedure indicate that there is little difference in performance between males and females on the types of items studied as verbal load increased. Four tables present study data. An appendix shows the three versions of a sample item. (SLD)

ED 306 241 TM 013 005
Franklin, Jennifer Theall, Michael
Who Reads Ratings: Knowledge, Attitude, and Practice of Users of Student Ratings of Instruction.
Pub Date—Mar 89
Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*College Faculty, College Students, Course Evaluation, *Evaluation Utilization, Evaluators, Formative Evaluation, Higher Education, Knowledge Level, School Surveys, Student Attitudes, *Student Evaluation of Teacher Performance, Summative Evaluation, *Teacher Evaluation
What users of student ratings of instruction know about ratings and what they need to know to make valid and reliable use of ratings data were studied. An item bank of 153 multiple-choice items was developed from sources of information about student ratings. The full item bank had five subsets: (1) knowledge of ratings concepts; (2) knowledge of quantitative issues for interpreting/applying ratings; (3) simulated practice exercises; (4) attitudes toward ratings issues; and (5) demographic variables associated with rating users. Items were validated by a panel of 24 experts to develop the shorter questionnaires mailed to faculty at three institutions and members of a professional group for a total of 779 respondents. Participation was 15% for one institution and 20% for each of the other groups, except that the participation of the 23 experts in the field of ratings use was 100%. The magnitude of the difference between the expert scores and the scores of ratings users confirmed that users may not know all that they need about using student ratings. Those with a negative attitude were likely to use student ratings less often and less well. Positive attitudes were associated with higher knowledge scores. Many users of ratings appear insufficiently aware of the issues currently set forth in ratings literature to be able to make decisions for summative or formative purposes. Five data tables are included. Appendix A is the 69-item ratings survey, and Appendix B lists the names and academic affiliations of the experts from the first validation. (SLD)

ED 306 242 TM 013 006
Shaker, Paul Ullrich, Walter
Enrichment of the Educational Psychology Curriculum through Clinical Experiences.
Pub Date—Mar 89
Note—36p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Curriculum Enrichment, *Educational Psychology, Elementary Secondary Education, *Field Experience Programs, Higher Education, Laboratory Training, *Preservice Teacher Education, *Teacher Education Curriculum, Teaching Experience
Identifiers—*Clinical Teacher Education
An educational psychology curriculum for preservice teachers that attempts to overcome some of the shortcomings of most such curricula while providing clinical experience is described. The curriculum is based on three major propositions: (1) preservice teachers must acquire psychologically informed inquiry skills and a general understanding of when and how they are to be used; (2) preservice teachers must be encouraged to learn independently in ways that reinforce critical thinking and increase the strength and range of their intellectual curiosity; and (3) educational psychology is an appropriate place to begin encouraging prospective teachers to be reflective so they can learn from teaching itself. The curriculum is confined to the traditional subfields of motivation, human development, learning theory, and evaluation. Teaching is primarily interactive, with small-group work, micro teaching, simulation, discussion, and question-and-answer sessions. Weekly field-based or clinical laboratory activities for 90 minutes augment classroom instruction. Among the requirements is that students present a five-lesson mini-course to middle-school students. The grading system transfers some of the evaluative responsibility to the students themselves. Student interest, involvement, and achievement are indicators of the value of this curricular approach. Syllabus materials and a bibliography are included. (SLD)

ED 306 243 TM 013 010
Nagy, Philip Moorhead, Roslyn
Administrative Response to Classroom Testing Data: A Problem Solving Perspective.
Pub Date—Mar 89
Note—32p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, March 28-30, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Administrator Attitudes, Case Studies, Classroom Environment, *Classroom Techniques, Elementary Secondary Education, *Evaluation Methods, Grading, *Principals, Problem Solving, School Administration, *Student Evaluation, Testing Problems, *Test Results, Test Use, Verbal Ability
To study the responses of school administrators to classroom testing and problems associated with it, practicing principals were presented with a case study. The case contained information on a district-wide report outlining inconsistencies in teachers' evaluation practices and a parental complaint about the evaluation practices of a staff member. The 15 principals were selected for convenience, and represented a slightly more skilled sample than a true random sample. Response protocols were segmented into thought units for analysis in one of eight areas. With one low outlier and two high outliers, responses clustered closely around segments in the following areas: (1) student; (2) teacher; (3) parental complaint; (4) study; (5) department; (6) school; (7) district; and (8) methods. Statements were categorized according to type-reasoning, action, reiteration, values, background, summary, and comment. There was little evidence that the statement types and patterns of explanation bore a relationship to the quality of action individuals might take. The study may have been tapping differences in verbalization skills rather than school administration skills. Reasonably consistent desires were found among the principals for grading consistency and some degree of consistency in administrative ability. Finally, only about half of the subjects actually related the case study to the parental complaint. A table and two figures illustrate the data. Appendix A presents the case study and Appendix B gives the principals' value statements. (SLD)

ED 306 244 TM 013 013
Thompson, Bruce
Five Steps for Improving Evaluation Reports by Using Different Data Analysis Methods.
Pub Date—Mar 89
Note—49p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Analysis of Covariance, Analysis of Variance, *Data Analysis, Decision Making, Educational Research, *Evaluation Methods, Evaluation Problems, Evaluation Utilization, Multivariate Analysis, *Program Evaluation, Regression (Statistics), *Research Methodology, *Statistical Analysis, Statistical Significance
Identifiers—*Evaluation Reports
Although methodological integrity is not the sole determinant of the value of a program evaluation, decision-makers do have a right, at a minimum, to be able to expect competent work from evaluators. This paper explores five areas where evaluators might improve methodological practices. First, evaluation reports should reflect the limited contribution that statistical significance testing can make to the interpretation of results. Second, evaluation reports should also reflect the fact that multivariate statistics are often vital in educational research because multivariate methods best honor the reality to which the researcher is trying to generalize. Third, evaluation reports should reflect the recognition that discarding variance to conduct chi-square or analyses of variance and covariance and multivariate analyses of variance and covariance (OVA methods) can lead to serious distortions in interpretations. Even when OVA methods are appropriate, the methods should usually be implemented using regression approaches. Fourth, evaluation reports should reflect the recognition that covariance statistical correlations are usually least helpful when corrections are most needed. Finally, evaluation reports should reflect the recognition that stepwise analytic methods can lead to seriously distorted interpretations. Fourteen tables and three figures illustrate these contentions. A 102-item list of references is provided. (SLD)

ED 306 245 TM 013 014
Myers, Christopher J.
A Cafeteria Style Approach for Evaluating K-3 Programs.
Pub Date—Mar 89
Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Elementary Schools, Elementary School Students, *Evaluation Methods, Evaluation Utilization, Grade 1, Grade 2, Grade 3, Kindergarten, *Primary Education, *Program Evaluation, Research Methodology, Urban

Schools

A cafeteria-style approach for evaluating primary grade programs in a large metropolitan school district is described. This evaluation approach involved planning between one and four evaluation options for each of 17 program options available to the district's 70 elementary schools. About 20,000 kindergarten through grade 3 students were enrolled in these elementary schools, which ranged in size from 250 to 750 students. From the program and evaluation "menus," school staff could select the combination of programs and evaluation plans that best suited their needs. The multiple evaluation methods used included: (1) multiple measures; (2) multiple designs; (3) multiple analyses; (4) combined qualitative and quantitative methods; and (5) combined multiple evaluation goals. In addition, client participation was an integral part of the process. This approach was well received by school staff because it enabled them to choose options sensitive to the needs of their students. Evaluators found that the approach enhanced internal and external validity, helped explain differences among schools and groups, and enhanced the credibility of findings among evaluation users. Three tables of options are appended. (SLD)

ED 306 246 TM 013 018
Wolcott, Willa And Others
Discrepancies in Essay Scoring.
Pub Date—Aug 88
Note—39p.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*College Students, *Essay Tests, Higher Education, *Holistic Evaluation, Interrater Reliability, *Scoring, Teacher Education Programs, *Testing Problems, Writing (Composition), *Writing Evaluation
Identifiers—Comparability, *Discrepancy Analysis

The occurrence of discrepant, or non-contiguous, scores during holistic scoring of writing proficiency is usually blamed on variables of the test reader or external factors. It is hypothesized that characteristics of the essays themselves sometimes may generate discrepancies in essay scoring. Data from 152 essays of college sophomores in teacher preparation programs were used. Those essays with discrepant ratings were compared with an approximately equal number of essays with comparable scores. The same two readers read every paper to control for reader variability. Discrepantly scored essays did contain some distinguishing features that comparably scored essays did not. The use of jargon and multiple spelling errors were the few statistically significant categories contributing to discrepant scores on low-scoring papers. On high-scoring papers, discrepant scores occurred in rhetorical issues and sentence errors, English-as-a-Second-Language errors, and awkward sentences. Since the results indicate that certain characteristics of the papers themselves can contribute to discrepant scoring, it is important to train readers to be alert to potential problems. Three data tables are provided, and the scoring questionnaire is appended. (SLD)

ED 306 247 TM 013 020
Baker, Otis And Others
The Missouri Comprehensive Statewide Project for Improving Student Achievement.
Pub Date—89
Note—34p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, Achievement Gains, Achievement Tests, Criterion Referenced Tests, Elementary Secondary Education, Formative Evaluation, History, *Instructional Improvement, Learning Strategies, *Mastery Tests, *State Programs, *Test Construction, Testing Programs
Identifiers—*Missouri Mastery and Achievement Tests

The history of a statewide effort to improve student learning in Missouri by adopting the concept of an Instructional Management System (IMS) with desired learned outcomes determining both instruction and testing was suggested to local school districts in 1980. In 1985, legislation provided funds and authority to engage large groups of teachers in creating criterion-referenced tests in reading and language arts, mathematics, science, and social studies and civics for various age groups. More than 800 educators were involved in developing Missouri's key skills. Over 200 teachers and administrators were involved in item writing, while another group of over 200 reviewed items for agreement with the key skills and for quality. With the help of consultants and further teacher review, field test forms were prepared and administered in April 1986. The original four forms were replaced by three revisions for an additional field trial conducted in 1987. The final version of the Missouri Mastery and Achievement Test (MMAT) batteries consists of 34 criterion-referenced tests assessing student performance in grades 2 through 10. Results of the 1988 administration of the MMAT document large achievement gains for Missouri students. Thirteen tables present data from test development. (SLD)

ED 306 248 TM 013 021
Huynh, Cam-Loi
A Unified Approach to the Estimation of Effect Size in Meta-Analysis.
Pub Date—Mar 89
Note—39p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Analysis of Variance, *Effect Size, Equations (Mathematics), *Estimation (Mathematics), *Mathematical Models, *Meta Analysis, Monte Carlo Methods

Parametric measures to estimate J. Cohen's effect size (1966) from a single experiment or for a single study in meta-analysis are investigated. The main objective was to examine the principal statistical properties of this effect size–delta–under variance homogeneity, variance heterogeneity with known variance ratios, and for the Behrens-Fisher problem. Derived estimators were compared according to the criteria of their magnitudes, unbiasedness, and mean-square errors. General properties of the derived estimators were examined by means of Monte Carlo results. Results tend to confirm the recommendation of theoretical analysis that two identified estimators, "h" and "d(sub T)," should be used in conducting a meta-analytic study. These estimators better ensure unbiasedness and minimum mean-square error than do others derived. Eight tables and four graphs illustrate study data. (SLD)

ED 306 249 TM 013 027
Ferrara, Steven Walker-Bartnick, Leslie
Constructing an Essay Prompt Bank Using the Partial Credit Model.
Pub Date—Mar 89
Note—39p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, March 29, 1989).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Cues, Equated Scores, *Essay Tests, Grade 9, High School Freshmen, *Item Banks, Latent Trait Theory, *Prompting, Scaling, Secondary Education, State Programs, *Test Construction, Testing Programs, Writing (Composition), *Writing Evaluation
Identifiers—Maryland Writing Test, *Partial Credit Model, Rasch Model, Writing Tests

The viability of the Partial Credit Model (PCM) of G. N. Masters (1982) for scaling and banking individual essay prompts from a statewide writing assessment program was investigated. Preliminary analyses indicated the feasibility of using the PCM, the general polychotomous form of the Rasch model, with essay data from the Maryland Writing Test (MWT). Subjects were a cohort of ninth graders taking the MWT in the years 1984 through 1988. Data were the averaged narrative and explanatory scores from the administrations of the MWT in these years with their operative prompts and from the administration of the 1984 prompts used as anchor prompts each year in an equating study. Data were analyzed with the MSTEPS program of B. D. Wright et. al. (1988). Equipercentile and PCM banking procedures agreed on relative test difficulty in these data sets. Because of positive results from the analysis of link consistency among prompts and comparisons between equipercentile and PCM "equatings," the PCM appears viable for banking MWT prompts. Benefits of a prompt bank would include simplification of the prompt selection and evaluation process. Seven tables and two graphs present study data. (SLD)

ED 306 250 TM 013 033
Campbell, Dennis E. Davis, Carl L.
Improving Learning by Combining Critical Thinking Skills with Psychological Type.
Pub Date—[88]
Note—22p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Processes, Cognitive Style, *Critical Thinking, *Evaluative Thinking, Intuition, *Learning Processes, Learning Strategies, *Psychological Characteristics, *Student Characteristics, Teaching Methods
Identifiers—Extraversion Introversion, *Myers Briggs Type Indicator, *Preference Patterns

Concepts of critical thinking and psychological type are reviewed. An instrument that has gained wide acceptance for evaluating individual preferences is the Myers-Briggs Type Indicator (MBTI). Four dimensions of the MBTI that can also be considered learning preferences, with their associated contrasting preferences, are: (1) orientation toward information and idea generation (extraversion and introversion); (2) perception of information or ideas (sensing or intuition); (3) judgment or decision making (thinking and feeling); and (4) orientation to environment (judgment and perception). Combinations result in 16 type possibilities. Research has established that specific preferences and characteristics are associated with these types. For example, "introvert-sensing-thinking-judgment" learners tend to be analytical, fact-minded, dependable, reflective, and practical. The key to developing a learner's ability to think critically is found in the order of the learner's preferences for perception and judgment. Teaching may be improved by emphasizing learners' dominant ways of perceiving and judging. Learners who know their own preferred and non-preferred approaches can reinforce their strengths while working to overcome their weaknesses. Two tables and two figures illustrate the text. (SLD)

ED 306 251 TM 013 037
Masonis, Edward J.
Test Security Issues for the New Jersey High School Proficiency Test.
Pub Date—[87]
Note—11p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cheating, *Confidentiality, *High Schools, *Planning, School Districts, School Policy, Secondary Education, *State Programs, Testing Problems, *Testing Programs, Test Validity
Identifiers—*New Jersey High School Proficiency Test, *Test Security

Security procedures for the New Jersey High School Proficiency Test (HSPT) are discussed and evaluated. All New Jersey high school students are required to pass the HSPT, which was administered for the first time in 1984. Generally, security plans are designed to limit access to test questions prior to test administration and to prevent intentional misrepresentations of the score information that is generated from a test administration. Originally, security for the HSPT was delegated to local officials. Little documentation was required for test administration, and almost no monitoring was performed. Rumors of test security problems, combined with the possibility of fears of state "take-over" of local school districts, eventually lead to a formal monitoring procedure. Trained observers discovered several security problems. An 18-point security plan has been developed and implemented. Eleven points deal with unauthorized access to test forms before, during, and after test administration, while the remaining seven points deal with alteration of input (answer sheets). The procedures focus on addressing problems related to staff actions in the school district, rather than on problems relating to actions by students. Preliminary indications are that the goal of tightening security and protecting the validity of tests will be met. (TJH)

ED 306 252 TM 013 038
Green, Kathy E. Williams, E. Jane
Standardized Test Use by Classroom Teachers: Effects of Training and Grade Level Taught.
Pub Date—Mar 89
Note—22p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, March 1989).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Techniques, Compara-

tive Analysis, *Elementary School Teachers, Elementary Secondary Education, Inservice Teacher Education, Instructional Program Divisions, Middle Schools, *Secondary School Teachers, *Standardized Tests, *Teacher Attitudes, Teacher Education, Teacher Made Tests, Teaching Experience, *Test Use

Identifiers—Louisiana, Training Effectiveness, Wyoming

Random samples of classroom teachers from Wyoming (n=555) and Louisiana (n=253) were drawn to determine teachers' purposes for using standardized tests, attitudes toward standardized testing, differences, if any, with grade level taught, and whether test use differed in two very different geographic locations. In addition, differences in standardized test use and attitudes were examined in relation to differences in training in tests and measurement. Elementary, middle, and high school teachers were included in the samples. A survey form was developed, containing 12 Likert scale items regarding attitudes toward standardized tests and 20 additional questions asking for demographic information and information on the types of standardized tests used and purposes for use. Additional questions covered the level of training in testing and measurement and the grade level taught. Overall attitude toward standardized tests was assessed by asking about the perceived usefulness of such tests to the teacher. A similar question covered the usefulness of classroom tests. Significant differences in reported test use were found by grade level and by amount of training. Attitude differences were also found for grade level taught. Implications for inservice and teacher education curricula are discussed. (TJH)

ED 306 253 TM 013 040

Thiessen, Dennis

Building a Partnership through Formative Evaluation.

Pub Date—Mar 89

Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Boards of Education, *College School Cooperation, *Consortia, Educational Innovation, Elementary Secondary Education, Foreign Countries, *Formative Evaluation, Higher Education, *Inservice Teacher Education, *Institutional Cooperation, Program Development, Teacher Education Programs

Identifiers—Ontario Institute for Studies in Education, *Partnerships, Stakeholder Evaluation, Toronto Board of Education ON, University of Toronto (Canada)

In February of 1988, four Ontario school boards in the metropolitan Toronto area, the Faculty of Education at the University of Toronto, and the Ontario Institute for Studies in Education formed the Learning Consortium. The Consortium constitutes a partnership to initiate innovative programs in field-based teacher education, with an emphasis on improving the quality of education in Canadian schools. Over a three-year period, each partner will contribute people, time, and money to an expanding and increasingly complex set of activities. This summary formative evaluation briefly reviews, from the evaluator's perspective, the initial activities of the Consortium, conceptualizes and examines the meaning of formative evaluation with reference to the experiences of the first year, and argues the importance of reflexivity to the formative evaluation process. The basic position forwarded is that both Consortium participants and the evaluator act as formative evaluators. As a whole, the Consortium provides a forum for considering the conceptual and empirical possibilities of formative evaluation. During its first year, the planning group consisting of representatives of each of the six organizations and the full-time consortium coordinator met monthly to develop, manage, and review the program. An approach of methodological and programmatic reflexivity was established for participants and the evaluator in development of the formative evaluation and of the improvement program. (TJH)

ED 306 254 TM 013 048

Cason, Gerald J. Cason, Carolyn L.

Rater Stringency Error in Performance Rating: A Contrast of Three Models.

Pub Date—89

Note—26p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Ability, Achievement Rating, *Error of Measurement, Evaluation Methods, Higher Education, *Interrater Reliability, *Mathematical Models, Medical Students, *Performance, Rating Scales, Sample Size

Identifiers—*Performance Rating Theory (Cason and Cason), Rater Response Theory, *Rater Stringency Error

The use of three remedies for errors in the measurement of ability that arise from differences in rater stringency is discussed. Models contrasted are: (1) Conventional; (2) Handicap; and (3) deterministic Rater Response Theory (RRT). General model requirements, power, bias of measures, computing cost, and complexity are contrasted. Contrasts are illustrated by application of the models to small and large sets of clinical performance ratings of junior-year medical students in an internal medicine clerkship in 1982. The small sample consisted of the ratings for a cohort of 24 students by 42 raters; 129 ratings were used. The large set included ratings for all of the students of that year; 744 ratings by 93 raters on 163 students were used. The RRT was the most powerful model, with Handicap a close second, although biased. The RRT obtained any specified interrater reliability with only a third of the independent ratings needed by the Conventional model. Pass/fail decisions are illustrated for the 163 students and a hypothetical individual student whose fate is shown to reflect his ability, the measurement model, the passing score, and the stringency and number of raters. The choice of measurement procedures should reflect balance in improving the accuracy of the measures and the costs of faulty decisions based on the measures. Sixteen tables illustrate the data. (SLD)

ED 306 255 TM 013 053

Randhawa, Bikkar S. Randhawa, Jason S.

Components of Sex Differences in Mathematics Achievement.

Pub Date—Mar 89

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, Comparative Analysis, Content Analysis, Foreign Countries, *Grade 10, *High School Students, *Mathematics Achievement, *Predictor Variables, Reading Comprehension, Secondary Education, *Sex Differences

Identifiers—Canada, Canadian Tests of Basic Skills, *Microcomponents (Intelligence)

A study was undertaken to determine aspects of gender-related differences in mathematics achievement among 10th graders (n=253). More specifically, the following aspects were assessed: (1) gender-related differences and similarities on specific process-, content-, and micro-component aspects; (2) stability of the patterns of differences and similarities over a 2-year period; (3) similarity across genders of cognitive representations of reading and mathematics; and (4) similarity across genders in size and pattern of predictors of performance on mathematical processes. Teachers of English and mathematics administered, respectively, the Reading Comprehension and Mathematics tests of the Canadian Tests of Basic Skills, Form 5, to 10th graders in a city high school in May, 1987 and 1988. Fifty-eight males and 66 females were tested in 1987, and 57 males and 72 females were tested in 1988. Items of each test were grouped into content by skill micro-components, and raw scores for each micro-component were determined. Content and process component raw scores for each test were computed. Factor analysis, regression analysis, multivariate analysis, and analysis of variance were conducted. Factor matrices for males and females were very similar. Significant differences were found in favor of males on all three process components, on all but two content components, and on five of the micro-components. Patterns of observed differences were similar for the two yearly test administrations. Six data tables are included. (TJH)

ED 306 256 TM 013 054

Billig, Shelley H. And Others

Results of a Process for Improving Chapter 1 Programs.

Pub Date—Mar 89

Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Compensatory Education, Educational Change, Educational Cooperation, *Educational Improvement, Elementary Secondary Education, *Inservice Teacher Education, Models, *Program Improvement, Qualitative Research, School Districts, School Effectiveness, Teacher Effectiveness, Workshops

Identifiers—*Education Consolidation Improvement Act Chapter 1

Between 1985 and 1988, the Northwest Regional Educational Laboratory Chapter 1 Technical Assistance Center developed, refined, and disseminated a research-based process for improving local compensatory education programs. Known as the Chapter 1 Improvement Process (CHIP), the effort combined knowledge from five research areas into a year-long, cross-district interactive program improvement effort. This paper provides an in-depth examination of the development and effects of the CHIP model. After a review of the relevant literature, the development of the CHIP model is discussed, followed by a brief description of the CHIP workshop series. The results of a follow-up study in the winter of 1989 using qualitative data obtained from interviews with 35 participants from 33 school districts in Colorado, Wyoming, and New Mexico are then presented, along with an analysis of the findings and relevant illustrations. The three-session CHIP workshop program is based on literature associated with teacher effectiveness, school effectiveness, educational change, content area advances, research on Chapter 1 effectiveness, and exemplary Chapter 1 programs. The CHIP model coordinates federal and state law and regulations, parental participation, compensatory programs and instruction, regular class instruction, other school programs, district staff, community members, and student achievement and other student gains. (TJH)

ED 306 257 TM 013 056

Marsh, Herbert W. And Others

Goodness of Fit in Confirmatory Factor Analysis: The Effects of Sample Size and Model Complexity.

Pub Date—22 Feb 89

Note—33p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Computer Simulation, *Difficulty Level, *Factor Analysis, *Goodness of Fit, *Mathematical Models, Research Problems, *Sample Size

Identifiers—*Confirmatory Factor Analysis, Parametric Analysis, Population Parameters

The purpose of the present investigation is to examine the influence of sample size (N) and model complexity on a set of 23 goodness-of-fit (GOF) indices, including those typically used in confirmatory factor analysis. The focus was on two potential problems in assessing GOF: (1) some fit indices are substantially influenced by N so that tests of the same model based on the same variables for a new sample from the same population are not directly comparable unless N is also held constant; and (2) the inclusion of additional parameters may provide an illusory improvement in fit. For data simulated from each of two different population models, values for 17 of the 23 fit indices were at least moderately influenced by N, and many of these indices failed to control sufficiently for the inclusion of superfluous parameters (i.e., parameters that had zero values in the population model). Four of the indices were relatively independent of N and were not significantly affected by the inclusion of superfluous parameters. The four recommended indices are two measures of fit based on the non-centrality parameter proposed by R. P. McDonald, the widely known incremental (relative) index developed by L. R. Tucker and C. Lewis (1973), and a new incremental index–the McDonald-Marsh Index–that is based on one of McDonald's non-centrality indices. Descriptions of the 23 GOF indices used, 10 graphs, and 5 data tables are provided. (Author/TJH)

ED 306 258 TM 013 060

Keith, Timothy Z.

Testing Influences on Student Learning: Direct and Indirect Effects on High School Grades.

Pub Date—Mar 89

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Asso-

ciation (San Francisco, CA, March 27-31, 1989).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Quality, Ethnicity, Grade 10, Grade 12, *Grade Point Average, High Schools, *High School Students, *Homework, *Instructional Effectiveness, *Intelligence, Learning Strategies, Longitudinal Studies, Path Analysis, Secondary School Curriculum, Sex Differences, *Student Motivation, Teacher Effectiveness
Identifiers—High School and Beyond (NCES), New Basics, *Testing Effects
Causal path analysis was used to determine the direct and indirect influences of intellectual ability, quality of instruction, achievement motivation, quantity of academic coursework, and time spent on homework on high school students' learning, as measured by their grade point averages (GPAs). Other relevant influences on grades were controlled. The theoretical models proposed were recursive path models; paths were estimated by the beta weights from multiple regression analysis. The sample population consisted of 13,152 high school sophomores selected from the base year (1980), and first (1982) and second (1984) follow-ups of the High School and Beyond Study. The subjects were high school sophomores in 1980 and high school seniors in 1982. Although only the 1980 and 1982 date were used in this study, the second follow-up data tape was used to include GPAs and coursework in the "new basics" present in student transcripts rather than simply in student self-reports. The path model included ethnicity, family background, gender, and GPA as well as the variables detailed above. Results indicate that coursework in the new basics, intellectual ability, and academic motivation were the most influential variables affecting grades. Homework had a small, but meaningful, effect. Although quality of instruction did not have a meaningful direct effect on grades, it did affect other variables in the model, such as motivation and coursework. Three data tables and two figures are included. (TJH)

ED 306 259 TM 013 062
Raphael, Dennis
Ontario IAEP Results: Comparable Data for English and French Speaking Students.
Ontario Dept. of Education, Toronto.
Pub Date—Mar 89
Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Adolescents, Comparative Analysis, *English, Foreign Countries, *French, Grade 8, *Language Role, Latent Trait Theory, *Mathematics Achievement, Secondary Education, Secondary School Mathematics, Secondary School Science, *Secondary School Students, *Test Results
Identifiers—*International Assessment of Educational Progress, Ontario, Quebec
Two student populations of 13-year-olds in Ontario (Canada) were assessed as part of the 1988 International Assessment of Educational Progress (IAEP): French- and English-language students. Results confirm findings of differences in mathematics achievement seen earlier in the Second International Mathematics Study. Ontario French-language students performed poorly in relation to students in the other Canadian provinces. Unlike the earlier study, however, problems with translation and generalizability of results were not apparent. Analysis of the item-by-item data identified mathematics and science achievement differences between the French- and English-language populations in Ontario and between Ontario French-language and Quebec French-language students. The item response theory scaling procedure made presentation of both the results and the meaning of these results accessible to policymakers, educators, and the public. The complementary nature of the IAEP and the Ontario Provincial Review Program is noted, and recent initiatives by the Ontario Ministry of Education addressing French-language education are discussed. Two bar graphs and one data table are included. (Author/TJH)

ED 306 260 TM 013 065
Delaware Educational Assessment Program. 1987 Statewide Test Results, Summary Report.
Delaware State Dept. of Public Instruction, Dover.
Report No.—95-01-87-05-02
Pub Date—May 87
Note—32p.
Available from—Bureau of Archives and Records, Hall of Records, P.O. Box 1401, Dover, DE 19903 (microfiche only).
Pub Type— Reports - Descriptive (141) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Achievement Tests, Annual Reports, Educational Assessment, *Elementary School Students, Elementary Secondary Education, English, Language Tests, Mathematics Tests, Public Schools, Reading Tests, School Districts, Science Tests, *Secondary School Students, Social Studies, *Standardized Tests, State Norms, *State Programs, Testing Programs, *Test Results
Identifiers—Comprehensive Tests of Basic Skills, *Delaware Educational Assessment Program
Information about the Delaware Educational Assessment Program and the performance of Delaware public school students during 1986-87 as measured by a nationally-normed standardized achievement test are presented. The presentation is designed for use by the educational community and the general public. Program features include: (1) statewide standardized testing in grades 1 through 8 and 11 in reading, English, and mathematics; (2) supplemental testing in science and social studies for 11th graders; (3) reporting of individual achievement progress to parents; (4) calculation of test data at the school, district, and state levels by grade and subject area; and (5) analysis of test results by school district staff and the development of a plan to remedy identified weaknesses. Student performance data are used for diagnosis of individual student strengths and weaknesses, placement of students in instructional groups or programs, guidance and counseling, identification of curricular and instructional weaknesses, instructional planning, program evaluation, and implementation of research studies. The program initially used the California Achievement Tests, but in 1983-84 adopted the Comprehensive Tests of Basic Skills. Results from 1986-87 are presented by content area, high school program type, and selected other factors. District average scores for reading, language, mathematics, and total battery are presented by grade level. Fourteen data tables and 10 graphs are included. (TJH)

ED 306 261 TM 013 066
Delaware Educational Assessment Program. 1984 Statewide Test Results, Summary Report.
Delaware State Dept. of Public Instruction, Dover.
Report No.—95-01-84-05-07
Pub Date—May 84
Note—28p.
Available from—Bureau of Archives and Records, Hall of Records, P.O. Box 1401, Dover, DE 19903 (microfiche only).
Pub Type— Reports - Descriptive (141) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Achievement Tests, Annual Reports, Educational Assessment, *Elementary School Students, Elementary Secondary Education, English, Language Tests, Mathematics Tests, Public Schools, Reading Tests, School Districts, Science Tests, *Secondary School Students, Social Studies, *Standardized Tests, State Norms, *State Programs, Testing Programs, *Test Results
Identifiers—Comprehensive Tests of Basic Skills, *Delaware Educational Assessment Program
The Delaware Educational Assessment Program is described, and results of the spring 1984 implementation of the program are presented. The program involves: (1) statewide standardized testing for grades 1 through 8 and 11 in reading, English, and mathematics; (2) supplemental testing in science and social studies for 11th graders; (3) calculation of averages at the school, district, and state levels by grade and subject area; (4) analysis of test results by school district staff and the development of a plan to remedy weaknesses identified; and (5) reporting of individual achievement progress to parents. Prior to 1983, the program used the California Achievement Tests; thereafter, it adopted the Comprehensive Tests of Basic Skills. In addition, the program provides training in the use and interpretation of test data in curriculum and instructional improvement, supports a mini-grant program to encourage use of test results in instructional improvement, supports a computerized system for immediate access to and use of test data for program management and evaluation, and produces reports for classroom teachers to use in instructional diagnosis. Results from the spring 1984 program implementation are presented by content area, grade level, and school district, with various cross-tabulations. Sixteen data tables are provided. (TJH)

ED 306 262 TM 013 069
McCann, Kaye R.
Delaware Educational Assessment Program. 1988 Report to the Legislature.
Delaware State Dept. of Public Instruction, Dover.
Report No.—95-01-88-10-16
Pub Date—Dec 88
Note—176p.; For a prior report, see ED 289 894.
Available from—Bureau of Archives and Records, Hall of Records, P.O. Box 1401, Dover, DE 19903 (microfiche only).
Pub Type— Reports - Descriptive (141) — Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Achievement Tests, Annual Reports, *Elementary School Students, Elementary Secondary Education, English, Language Tests, Legislators, Mathematics Tests, Public Schools, Reading Tests, School Districts, Science Tests, *Secondary School Students, Social Studies, *Standardized Tests, State Norms, *State Programs, Testing Programs, *Test Results
Identifiers—Comprehensive Tests of Basic Skills, *Delaware Educational Assessment Program
Results of the 1988 implementation of the Delaware Educational Assessment Program in 17 school districts are reported for use by state legislators. The report contains a description of the statewide testing program, state-level averages and analyses, and a listing of the averages by content area and grade level for each school and district and district plans to remedy identified weaknesses. The 1988 program focused on administration of the Comprehensive Tests of Basic Skills to more than 63,000 students in grades 1 through 8 and 11 during the period of March 14-25. Content areas covered include reading, language arts, and mathematics, for all students tested, and science and social studies for 11th graders. Test results are used for diagnosis of individual student strengths and weaknesses, placement of students, guidance and counseling, identification of curricular and instructional weaknesses, instructional planning, program evaluation, and implementation of research studies. Results indicate that average Delaware student performance was above the national average at all grade levels in all content areas, and that performance was generally higher in mathematics and language than in reading. Test data for the 17 school districts are tabulated. (TJH)

ED 306 263 TM 013 070
Barrington, Gail V. And Others
Project ABC: Advancement Based on Competency. Summative Evaluation.
Spons Agency—Alberta Dept. of Education, Edmonton.; Calgary Board of Education (Alberta).
Pub Date—Dec 87
Note—281p.; For a related document, see ED 303 471.
Pub Type— Reports - Evaluative (142) — Tests/Questionnaires (160)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors—*Academic Achievement, *Competency Based Education, Credits, Foreign Countries, High Schools, *High School Students, *Individual Instruction, Instructional Effectiveness, Reports, School Surveys, Secondary Education, Secondary School Curriculum, *Student Promotion, *Summative Evaluation, Time Factors (Learning)
Identifiers—Alberta (Calgary), *Project ABC
Project ABC (Advancement Based on Competency) was a 5-year study funded jointly by the Alberta Department of Education and the Calgary Board of Education. Funded at $999,950, the program took place from 1982 to 1987. It explored alternatives to the Carnegie Unit in three senior high schools. Students, teachers, and administrators in the William Aberhart, John Diefenbaker, and Ernest Manning schools were administered questionnaires. Focus was on student achievement, curriculum adherence, removal of time as a credit requirement, competency as a basis for awarding credit, considerations for provincial applications, and budget considerations. Three independent models evolved: (1) the department-based model; (2) the parallel core program model; and (3) the school-wide model. Student achievement overall was generally comparable to non-project student achievement within Calgary and Alberta. Few sig-

nificant differences were identified. Provincial curriculum was adhered to in individualized instruction and continuous progress formats, and in some cases was found to be superior. Findings indicated that the criterion of time could be removed and replaced by the criterion of demonstrated competency, and that competency was an appropriate basis for advancement at both unit and course levels. A review of the literature revealed that a similar but far more extensive study had been conducted in the United States from 1932 to 1940. It is concluded that personalized instruction and continuous progress are viable educational alternatives and should no longer be considered experimental. Eighty data tables, 1 figure, and 24 graphs are presented. The student, teacher, and administrator questionnaires are appended. (Author/TJH)

ED 306 264 TM 013 072
Lotz, Mabel Suhorsky, Joseph
Parents' and Teachers' Attitudes towards Progress Reporting Conferences.
Towson State Coll., Md.
Pub Date—Feb 89
Note—19p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Savannah, GA, February 23, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150) — Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Education, Elementary School Students, *Elementary School Teachers, Parent Attitudes, *Parent Teacher Conferences, Program Evaluation, *Teacher Attitudes, Teacher Response
Identifiers—Parent Surveys, *Progress Reporting, Teacher Surveys
A parent-teacher conferencing procedure is described, and the results of a survey designed to determine the attitudes of parents and teachers toward components and outcomes of conferences are presented. The procedure involves a 20-minute conference at the end of the first marking period (November), with report cards sent for the three remaining periods. A three-part questionnaire was developed and administered in association with conference programs at two elementary schools located in a rural/suburban county. The socioeconomic status of the students ranged from low to upper middle class. One classroom per grade per school was randomly selected for the survey. The questionnaire covered perceived importance of specific conference topics; means of treating certain topics during conferences; and various aspects of conferencing procedures including time allotment, frequency, participant confidence, student presence, overall effectiveness, and written reports. The questionnaire was distributed to 262 parents and 52 teachers and returned by 149 parents and 31 teachers. In general, results indicate that parental acceptance of the conferences was high, while teacher acceptance was less positive. Anxiety among teachers may explain the latter finding; teacher anxiety was attributed to prior negative experiences, intense scheduling, and overall workload. The questionnaire used is appended. (TJH)

ED 306 265 TM 013 075
Woodruff, David
Derivation and Application of the Conditional Standard Error of Measurement in Prediction.
Pub Date—Mar 89
Note—38p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Error of Measurement, *Estimation (Mathematics), *Mathematical Models, *Predictive Measurement
Identifiers—*Conditionals
Previous methods for estimating the conditional standard error of measurement (CSEM) at specific score or ability levels are critically discussed, and a brief summary of prior empirical results is given. A new method is developed which avoids theoretical problems inherent in some prior methods, is easy to implement, and estimates not only a quantity analogous to the CSEM at each score but also the conditional standard error of prediction (CSEP) at each score and the conditional reliability at each score. The new method and several older methods are applied to a variety of tests, and representative results are illustrated by graphical display. The CSEM-like estimates produced by the new method are called conditional standard error of measurement in prediction (CSEMP) estimates and are similar to those produced by older methods, but the CSEP estimates produced by the new method offer an alternative interpretation of the accuracy of a test at different scores. Finally, evidence is presented which shows that previous methods can produce dissimilar results, and that the shape of the score distribution may influence the way in which the CSEM varies across the score scale. (Fourteen graphs are included.) (Author)

ED 306 266 TM 013 080
O'Sullivan, Rita G.
Teacher Perceptions of the Effects of Testing on Students.
Pub Date—Feb 89
Note—21p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, February 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150) — Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Achievement Tests, Content Analysis, Elementary Education, *Standardized Tests, *State Programs, Student Motivation, *Student Reaction, *Teacher Attitudes, Test Anxiety, Testing Programs
Identifiers—*North Carolina, Teacher Surveys, *Testing Effects
The purpose of this study was to examine teachers' perceptions of the direct and indirect influences that testing has on students. Subjects consisted of 12 male and 127 female kindergarten through grade 12 teachers in North Carolina–a state that mandates standardized testing. Districts may use only those test required by the state or they may use local funds to supplement the state's testing program. The teachers were surveyed concerning their perceptions of the effects of testing on their students. Surveys were conducted by 44 graduate students in two introductory educational measurement and evaluation courses. Respondents were working in 19 of the then 140 school districts in the state. Median years of teaching experience reported by respondents was 15 years. Survey data were content analyzed to summarize responses. Results of the study are consistent with past research reports indicating that teachers perceive testing as stressful for some students and motivational for others. A unique finding of this study is that teachers identified substantially more negative effects than positive effects of testing on students. In light of the current expansion of testing programs throughout the nation, educators should be aware of potential positive and negative outcomes of their decisions prior to changing the intensity of their state testing programs. Four data tables and the Effects of Testing on Classroom Practice Survey are provided. (TJH)

ED 306 267 TM 013 084
Young, John W.
Survey of Recent Graduates of the Stanford Teacher Education Program.
Pub Date—[88]
Note—8p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Choice, College Graduates, *Graduate Surveys, Higher Education, High Schools, Predictor Variables, Secondary School Teachers, *Sex Differences, *Teacher Education, Teacher Interns, Teaching Experience
Identifiers—*Stanford Teacher Education Program
To determine significant influences on the career choices of graduates of the Stanford Teacher Education Program (STEP), a three-page survey was mailed to all members of five recent graduating classes (1983 through 1987). These five classes consisted of 262 individuals, of whom 243 persons could be reached. A total of 132 female and 65 male subjects responded in time for inclusion in the data analysis. Survey questions of particular interest to the scope of this paper covered employment as high school teachers, subjects taught, reasons for leaving teaching careers, length of time as teachers prior to career changes, and internship experiences and sex as determinants of career choice. The most significant finding was that the type of teaching experience a student had undertaken while in the STEP influenced the student's career decision. Of the sample, 78.9% were high school teachers. Forty of the subjects were non-teachers. (TJH)

ED 306 268 TM 013 085
Johnson, Eugene
Issues and Procedures in Analyzing the State Assessment Data.
Pub Date—Mar 89
Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Achievement Tests, Demography, Elementary Education, Elementary School Students, Error of Measurement, Estimation (Mathematics), Mathematical Models, National Programs, *Scaling, *Standardized Tests, *State Programs, *Statistical Analysis, *Testing Programs
Identifiers—*National Assessment of Educational Progress, *Trial State Assessment
The 1990 National Assessment of Educational Progress (NAEP) will mark the first time that state-level comparisons will be possible with NAEP data. The 1990 data will contain, as a trial component, state-level assessments of eighth graders in mathematics. Mathematics and reading comparisons for fourth graders will be added in 1992. Statistical issues associated with these innovations include those related to the following: (1) estimation of within state population characteristics, including estimating variability and accounting for error of measurement; (2) comparison of the data from trial state assessment with data from the national assessment, including evaluating the effect of type of administration and equating the observed administration results to the national results; and (3) between state comparisons. Scaling models should be used to produce estimates of the distribution of abilities within the subject areas, the models should distinguish between content areas, and the models require special technology to take the amount of available information into account. Sample structure must also be addressed. It was noted that the fact that the states differ in terms of demographic, socioeconomic, and other indicators is important, and that these differences may affect the comparability of achievement results between states. (TJH)

ED 306 269 TM 013 100
Robey, Randall R. Barcikowski, Robert S.
Type I Error for the Simultaneous Application of Two Tests for Repeated Measures Data.
Pub Date—Mar 89
Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Algorithms, *Computer Simulation, *Error of Measurement, Hypothesis Testing
Identifiers—Null Hypothesis, *Repeated Measures Design, Robustness, Sphericity Tests, *Type I Errors
In analyzing exploratory repeated measures data with more than two measures, two competing tests must be administered simultaneously if one is to make an efficient and effective decision regarding the tenability of the null hypothesis of no differences among measurement means. Obviously, such a procedure is not without a cost vis-a-vis Type I error control. This study represents a measure of that cost. The Type I error properties for the simultaneous application of the mixed model test and the multivariate test were estimated. The results of this Monte Carlo robustness study suggest that a single rule of thumb designed to control Type I error (i.e., split the alpha or, alternatively, do not split the alpha) is not practical under all circumstances. A more dynamic method for satisfactory management of Type I errors, which deals with departures from sphericity and the related effects on correlation of the two tests, is outlined. A 28-item list of references and five data tables are included. (Author/TJH)

ED 306 270 TM 013 103
Green, Kathy E.
Reluctant Respondents: Differences between Early, Late and Nonresponders to a Mail Survey.
Pub Date—Mar 89
Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Reports - Research (143) — Speeches/-

Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Comparative Analysis, *Data Collection, Demography, *Educational Research, Elementary School Teachers, Elementary Secondary Education, Interviews, *Mail Surveys, Researchers, *Research Methodology, *Responses, Secondary School Teachers, Teacher Attitudes, Testing Problems
Identifiers—Nebraska, Nonresponders, Response Rates (Questionnaires), *Teacher Surveys, Wyoming
The purpose of this study was to assess differences in demographic variables, mean attitude score, reliability of response, variability of response, and level of item completion among respondents to an initial survey mailing, to the first follow-up, to the second follow-up, and to a telephone interview. The first mailing included a cover letter, the survey instrument, and a stamped, self-addressed return envelope. Subjects were 600 inservice elementary and secondary school teachers from Wyoming and Nebraska (300 from each state). The first follow-up consisted of a reminder letter. The second follow-up consisted of a cover letter, a second copy of the survey, and a stamped, self-addressed return envelope. The first and second follow-ups were undertaken, respectively, 3 and 6 weeks following the initial mailing. Sixteen of the 600 envelopes sent out at the first mailing were undeliverable, leaving an effective sample of 584. The final response rate to the mail questionnaire was 71.2%; 25 non-respondents were interviewed by telephone. The probability of Type I error set for this study was p=0.20. Results suggest that small differences in data quality and attitude-behavior exist across waves, with reluctant respondents having fewer positive attitudes toward the topic and less favorable views of themselves as researchers and teachers. Three data tables are included. (Author/TJH)

ED 306 271 TM 013 104
Kluever, Raymond C. Green, Kathy E.
Identification of Gifted Children: A Comparison of the Stanford Binet 4th Edition and Form LM.
Pub Date—Mar 89
Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Abstract Reasoning, *Academically Gifted, *Children, Comparative Analysis, Elementary Education, Elementary School Students, *Intelligence Tests, *Scores, *Visual Measures
Identifiers—Stanford Binet Intelligence Scale, *Stanford Binet Intelligence Scale Fourth Edition
This study compared the performance of 51 gifted Caucasian children on the Stanford Binet LM and the Stanford Binet Fourth Edition (SB4) to determine whether significantly different scores would be obtained. The 33 male and 18 female subjects were from middle and upper-middle class families in a western urban area. Their developmental histories, derived from parents' reports, indicated precocious early development of cognitive linguistic abilities. When composite scores were compared, the mean difference between the two tests was 10 points. The LM intelligence quotient was significantly higher than that for the SB4, and the Kaufman Achievement Test total score showed insignificant differences. Correlations between the LM total and the SB4 area scores were significant. The results suggest that the SB4 can be used as part of a system for identifying gifted children, but the composite score cut-off value may have to be adjusted. Further study of the visual abstract reasoning tests is recommended since this sample of gifted children seemed to function quite differently on them than on the verbal and quantitative reasoning tests. Four data tables are included. (TJH)

ED 306 272 TM 013 105
Tittle, Carol Kehr And Others
From Taxonomy to Constructing Meaning in Context: Revisiting the Taxonomy of Educational Objectives: II, Affective Domain, 25 Years Later.
Pub Date—Mar 89
Note—25p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, March 1989).
Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Affective Measures, Attribution Theory, *Classification, Cognitive Processes, Cognitive Psychology, *Educational Research, Educational Theories, *Instructional Development, *Measurement Techniques, Social Psychology
Identifiers—*Blooms Taxonomy, Intention, Internalization
The "Taxonomy of Educational Objectives: II, Affective Domain," which was published in 1964, is examined. The study was undertaken to: (1) determine what alternatives to the idea of the process of internalization and the focus on values used in the taxonomy are suggested by present psychological theories; and (2) assess the implications of these alternatives for educational measurement. Examples are provided of theories that have been used in current research in mathematics teaching and learning. Cognitive, constructivist, and social interaction perspectives are outlined briefly; and domain-specific theories and research falling within the categories of directed cognition and intentionality are reviewed. Theories regarding intentionality include those addressing beliefs, motivations, and attributions. It is concluded that, at the outset, the idea of a structure underlying the affective domain was essential to the taxonomy. This internalization principle had a simplifying effect, although no single psychological theory can be found to cover the entire affective domain. It is argued that it is best to retain the psychological constructs that appear in active areas of research and incorporate them in subject matter and activity settings to link them to instructional planning. A 63-item list of references and four tables are included. (TJH)

ED 306 273 TM 013 107
Luecht, Richard M. Smith, Phillip L.
The Effects of Bootstrapping Strategies on the Estimation of Variance Components.
Pub Date—Mar 89
Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Analysis of Variance, Educational Research, *Error of Measurement, *Estimation (Mathematics), Factor Analysis, *Monte Carlo Methods, Nonparametric Statistics, *Sampling
Identifiers—Bootstrap Hypothesis, *Confidence Intervals (Statistics), *Parametric Analysis
Two bootstrapping or resampling strategies were investigated to determine their applicability to estimating standard errors and ensuing confidence intervals on variance components in two-factor random analysis of variance models. In light of prior negative findings regarding the application of bootstrapping to this particular problem, a recommendation of an "optimal" approach to resampling was sought. The study used Monte Carlo simulations to test the variance component estimation accuracy under simultaneous resampling of all effect factors in a random model versus resampling a single factor. Results indicate that single-factor was a preferable method of resampling and produced reasonable estimates of both standard errors and confidence intervals (parametric and non-parametric). Suggestions for the appropriate application of the technique to educational measurement are discussed. (Author/TJH)

ED 306 274 TM 013 110
McMillan, James H.
Conceptualizing and Assessing College Student Values.
Spons Agency—Virginia Commonwealth Univ., Richmond.; Virginia State Council of Higher Education, Richmond.
Pub Date—Mar 89
Note—39p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Altruism, *Attitude Measures, Cognitive Development, *College Students, Creative Thinking, Educational Assessment, Ethics, Evaluation Methods, Higher Education, Life Satisfaction, Moral Development, Moral Values, Pilot Projects, Political Attitudes, *Student Attitudes, *Values, Values Clarification
Identifiers—Focus Group Assessment, *Student Surveys, Virginia Commonwealth University
Values and the process of valuing were studied among college students. A framework for conceptualizing college student values developed over a period of 2 years by a 10-member faculty and staff committee at Virginia Commonwealth University (Richmond) involved the movement of students from recognition of values, through critical thinking, to commitment to definite values. Values were categorized as values toward: (1) intellectual functioning; (2) others; (3) the role of spirituality in one's life; (4) personal and professional growth; and (5) social and political consciousness and responsibility. Focus group techniques were used to study the values of 21 female and 10 male college juniors. Using this material, the values team developed a 95-item survey, pilot tested with 210 students (65% female). Survey results tend to support the findings of the focus groups, with strong orientation toward occupational preparation. Interest in developing other identified areas was somewhat weaker, but still strong. A writing sample exercise for values assessment developed and tested with nine juniors provided results in line with the other assessments. The procedures developed provide some methodology for studying values and valuing. The focus group approach seemed particularly informative and stimulating. The focus group topic outline, the group screening instrument, the values survey, and the writing assignments are appended. (SLD)

ED 306 275 TM 013 113
Ratcliff, James L. And Others
Determining the Effect of Different Coursework Patterns on General Student Learning at Four Colleges and Universities.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 89
Contract—OERI-R-86-0016
Note—90p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Ability, *Academic Records, Achievement Gains, *Achievement Tests, Cluster Analysis, College Curriculum, *College Graduates, *Course Selection (Students), Higher Education, Learning Processes, Scores, Standardized Tests, Student Educational Objectives, Student Interests
Identifiers—*Course Taking Patterns, *Different Coursework Patterns, Graduate Record Examinations, Scholastic Aptitude Test
Preliminary findings of the Differential Coursework Patterns (DCP) Project are reported. The Project uses assessment test scores and transcripts from samples of graduating college seniors to determine what coursework patterns were related to gains in the general learned abilities of the students. Random samples of graduating seniors have been examined from: (1) a major private research university (n=105); (2) a state university (n=54); (3) a private college (n=146); and (4) a women's liberal arts college (n=62). Precollege Scholastic Aptitude test scores were an indication of the students' entering levels of learning. The Graduate Record Examination general tests were the post-college exit measure of general learning. Coursework patterns resulting from a cluster analysis developed for the project did not produce clear distinctions according to academic department or major, but it was concluded that: (1) development of general learned abilities did not have an exact one-to-one relationship with departmental categories; (2) development of general learned abilities was not confined to the lower level of courses; and (3) there was little formal monitoring or description of the curriculum in terms of general learned abilities at an institution-wide level. Standardized test scores and transcripts were useful in the assessment of learned abilities. The relationships between coursework patterns and the general curriculum suggest that new ways are needed to conceptualize general education in college. Thirteen tables, three graphs, and 10 figures present study data. A 186-item list of references is provided. (SLD)

ED 306 276 TM 013 119
Askling, Berit
Assessment as a Teacher Dilemma: About Internal Control, Uniformity and Decentralization in Swedish Higher Education.
Spons Agency—National Swedish Board of Univer-

sities and Colleges, Stockholm.
Pub Date—Mar 89
Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Students, *Educational Assessment, Educational Policy, Evaluation Methods, Foreign Countries, *Higher Education, Nursing Education, *Politics of Education, Power Structure, Quality Control, Student Evaluation, Teacher Attitudes, *Teacher Role
Identifiers—*Sweden
Assessment is discussed as a formal and overt manifestation of quality control. With some experiences in Swedish nursing education taken as the point of departure, assessment is discussed as: (1) a policy implementation and curriculum problem concerning the interpretation and exercise of programs by those in control; (2) a teacher problem reflecting the contradictions between beliefs and assumptions of teachers on the one hand and official duties and obligations on the other; and (3) a structural problem concerning the distribution of power and control. The surface of an educational policy or phenomenon may conceal a strange combination of structural and cultural factors, affecting both the formal and actual patterns of power and control in educational settings. The ways in which teachers act in their roles, deal with educational issues, and solve problems vary considerably depending on structural, social, cultural, and economic conditions. The study of assessment routines and an analysis of the assumptions underlying assessment practice can clarify the power structure in education and the role of education in society. (SLD)

ED 306 277 TM 013 128
Saka, Thomas
Indicators of School Effectiveness: Which Are the Most Valid and What Impacts upon Them?
Pub Date—Mar 89
Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Achievement Tests, Curriculum Evaluation, *Elementary Schools, Elementary Secondary Education, Grade 3, Grade 10, Instructional Effectiveness, Longitudinal Studies, Mathematics Achievement, Predictive Validity, *Predictor Variables, Public Schools, Reading Achievement, School Demography, *School Effectiveness, *Standardized Tests, State Programs, Testing Programs, *Test Results
Identifiers—*Hawaii, *Indicators, Ranking, Stanford Achievement Tests
This study, focusing on 165 public elementary schools in Hawaii, examined the use of test scores as measures of curriculum effectiveness and identified context and input variables that may impact on these measures of effectiveness. Demographic characteristics and test data on approximately 12,000 third graders were used to obtain 165 school summaries for the 1987-88 school year. Data from 1984 and 1987 administrations of the Stanford Achievement Tests to 10th graders were also used in the analysis; these data were available for approximately 7,000 students. Regression models were used to allow comparisons of national and state data when the two samples were not equivalent due to socioeconomic and other demographic variables. Schools were ranked for effectiveness in reading and mathematics. Results indicate that rankings of only a few schools in Hawaii are significantly affected by the specific variables or techniques used in ranking. Future research should address the types of variables that should be included in statistical models; candidate variables include single-year indices, improvement over a period of time, and indices adjusted for demographic characteristics. Four data tables and one graph are included. (TJH)

ED 306 278 TM 013 129
Saka, Thomas And Others
Longitudinal Student Achievement Monitoring in Hawaii Public Schools.
Pub Date—Mar 89
Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Achievement Tests, Elementary School Students, Elementary Secondary Education, Grade 3, Grade 6, Grade 8, Grade 10, High School Students, *Longitudinal Studies, Low Achievement, Mathematics Achievement, *Public Schools, Reading Achievement, *Standardized Tests, *State Programs, Testing Programs
Identifiers—*Hawaii, *Longitudinal Student Achievement Monitoring, Stanford Achievement Tests
In response to state mandates, the Hawaii Department of Education (HDE) began reporting on the current achievement status and progress of students scoring in the lowest three stanines of the Stanford Achievement Tests (SAT). The Longitudinal Student Achievement Monitoring (LSAM) process is described and evaluated; it was established to monitor low achievers and, eventually, to monitor achievement of all students in the state. The LSAM is designed to analyze students' achievement test scores over 2- and 4-year periods. The SAT is administered annually to 12,000 students at each of four grade levels–grades 3, 6, 8, and 10. This longitudinal analysis used surviving cohorts of students over 2- and 4-year periods from the fall of 1983 to the spring of 1988. The analysis included approximately 7,000 students per grade level. Reading and mathematics test scores on the SAT were used to represent educational achievement in the study. Results of the longitudinal analysis indicate continuous gains in achievement from elementary to high school grade levels. The largest mean gains occur in reading achievement. Programs and services offered by the HDE appear to be the most effective with low achievers for whom achievement mean stanine gains of up to one stanine in both reading and mathematics were found. Six data tables and six graphs are included. (TJH)

ED 306 279 TM 013 130
Ackerman, Terry A.
An Alternative Methodology for Creating Parallel Test Forms Using the IRT Information Function.
Pub Date—Mar 89
Note—25p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, March 30, 1989).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Entrance Examinations, *Computer Assisted Testing, Computer Software, Higher Education, *Latent Trait Theory, Mathematics Tests, *Test Construction
Identifiers—ACT Assessment, *Information Function (Tests), *Parallel Test Forms, TESTGEN Computer Program
The purpose of this paper is to report results on the development of a new computer-assisted methodology for creating parallel test forms using the item response theory (IRT) information function. Recently, several researchers have approached test construction from a mathematical programming perspective. However, these procedures require formidable computations, particularly as more constraints (i.e., the number of forms and the number of content areas) are added. In the test construction methodology proposed in this study, items are sampled from an ordered domain of item information values according to differences between test information curves of forms that are in the process of being created and a target test information curve. This new heuristic procedure, which uses a program known as TESTGEN, is being examined by the American College Testing (ACT) Program, which develops six parallel forms for the ACT Assessment Program each year. Research has concentrated on the Mathematics Usage Test. Results appear to be quite promising. Two data tables, one flowchart, and six graphs are presented. (Author/TJH)

ED 306 280 TM 013 131
Ackerman, Terry A. Davey, Tim C.
An Analysis of CAAP Essay and Multiple-Choice Writing Tests.
Pub Date—Mar 89
Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*College Entrance Examinations, *Essay Tests, Higher Education, Latent Trait Theory, *Multiple Choice Tests, Test Reliability, *Writing Evaluation
Identifiers—*Collegiate Assessment of Academic Proficiency, Direct Assessment, Information Function (Tests), *Writing Tests
This study examines differences and similarities in the information provided by direct and indirect measures of writing from the Collegiate Assessment of Academic Proficiency (CAAP). The indirect measure was a 72-item multiple-choice test, while the direct measure involved responding to two essay prompts. The 40-minute multiple-choice test can be subdivided into six skill areas: (1) punctuation; (2) grammar and usage; (3) sentence structure; (4) style; (5) strategy; and (6) organization. Item response and essay ratings were calibrated together using a graded response model from item response theory. Results suggest that while the essays are measuring a different component of writing ability than the multiple-choice test, their overlap is substantial. Relative information plots also suggest that the writing sample provides information equal to as many as 40 multiple-choice items. (Author/TJH)

ED 306 281 TM 013 132
Ackerman, Terry A.
An Explanation of Differential Item Functioning from a Multidimensional Perspective.
Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Branch.
Report No.—NR153-531
Pub Date—Apr 88
Contract—1-N00014-85-C-0241
Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Achievement Tests, College Entrance Examinations, Higher Education, *Item Analysis, *Latent Trait Theory, Multidimensional Scaling, Standardized Tests, Test Bias, Test Construction, *Test Items
Identifiers—Calibration, *Differential Item Performance, Unidimensionality (Tests)
Many researchers have suggested that the cause of differential item functioning (DIF) can in part be due to the misspecification of the supporting trait distribution (STD). This paper demonstrates how a unidimensional item response theory (IRT) calibration of response data, generated from a two-dimensional IRT model, results in DIF when the multidimensional STDs are not equal. How DIF can occur when items measure multiple ability dimensions on which groups have different STDs is illustrated. Generating item parameters used to simulate the multidimensional test were based on the American College Testing (ACT) Mathematics Usage Test administered in February 1983. The calibration sample consisted of 2,000 randomly selected students. With these item estimates as parameters, response data corresponding to three different STD conditions were generated. Results indicate that DIF, created by model misspecification, can be accurately predicted if the multidimensional IRT item parameters and the STD for the groups of interest are known. Implications and directions for future research are discussed. Five tables and four graphs present study data. (Author/SLD)

ED 306 282 TM 013 139
Schumacker, Randall E.
Relationship between Multiple Regression and Selected Multivariable Methods.
Pub Date—Mar 89
Note—44p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Comparative Analysis, *Discriminant Analysis, Equations (Mathematics), *Factor Analysis, Mathematical Models, *Multiple Regression Analysis, Multitrait Multimethod Techniques, *Multivariate Analysis, *Path Analysis, Regression (Statistics)
Identifiers—Linear Models, *LISREL Computer Program
The relationship of multiple linear regression to various multivariate statistical techniques is discussed. The importance of the standardized partial regression coefficient (beta weight) in multiple linear regression as it is applied in path, factor, LIS-

REL, and discriminant analyses is emphasized. The multivariate methods discussed in this paper have in common the general linear model and are the same in several other respects: (1) they identify, partition, and control variance; (2) they are based on linear combinations of variables; and (3) the linear weights can be computed based on standardized partial regression coefficients. However, these methods have different applications. While multiple regression seeks to identify and estimate the amount of variance in the dependent variable attributed to one or more independent variables, path analysis attempts to identify relationships among a set of variables. Factor analysis tries to identify subsets of variables from a much larger set. The LISREL program determines the degree of model specification and measurement error. Discriminant analysis seeks to identify a linear combination of variables that can be used to assign subjects to groups. An understanding of multiple regression and general linear model techniques can greatly facilitate one's understanding of the testing of research questions in multivariate situations. Eight appendices contain computer program examples based on correlational input as illustrations of these methods. A 47-item list of references is provided. (SLD)

ED 306 283 TM 013 142

Marso, Ronald N. Pigge, Fred L.

The Status of Classroom Teachers' Test Construction Proficiencies: Assessments by Teachers, Principals, and Supervisors Validated by Analyses of Actual Teacher-Made Tests.

Pub Date—Mar 89

Note—39p.; Paper presented at the Annual Meeting of the National Council of Measurement in Education (San Francisco, CA, March 28-30, 1989).

Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Attitudes, Classroom Techniques, Elementary Secondary Education, Inservice Teacher Education, Preservice Teacher Education, *Principals, Public Schools, *Supervisors, Teacher Attitudes, Teacher Effectiveness, Teacher Evaluation, *Teacher Made Tests, *Test Construction, Test Use

Identifiers—Ohio, *Teacher Competencies

The extent to which principals (n=313), supervisors (n=273), and teachers (n=313) agreed in their assessments of classroom teachers' testing proficiencies was studied in the Ohio public schools. There were 122 elementary and 191 secondary school teachers in the teacher sample. The validity of these perceptions was determined by a direct assessment of teachers' testing proficiencies or skills as demonstrated on teacher-made tests. Perceptual assessments of all three groups differed significantly. These assessments also differed from the demonstrated proficiencies of the teachers, evaluated by two judges from a sample of 175 tests made by these teachers, for a total of 6,529 test items and 455 item exercises. Lack of agreement was especially evident for teachers' test item writing and test format development skills and for the teachers' writing of items functioning at higher cognitive levels. Moderately high negative correlations were found between perceived and demonstrated proficiency assessments of teachers' test item writing skills, but moderate to high positive correlations were found between the three sets of perceptual assessments, with the highest correlation between assessments of teachers and supervisors. Teachers rated their testing proficiencies higher than did principals, and principals rated proficiencies higher than did supervisors. Results suggest that perceptions of educational staff may not be accurate guides for determining needs for inservice training. Both preservice and inservice teacher educators need to increase attention to test item writing skills and the writing of items that measure beyond simple knowledge levels. Seven tables present survey and assessment data. (SLD)

ED 306 284 TM 013 144

McGanney, Mary Lou And Others

Ninth Grade Houses: The Program and Its Impact in New York City Public High Schools.

Pub Date—Mar 89

Note—35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

Pub Type— Speeches/Meeting Papers (150) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Grade 9, *Grouping (Instructional Purposes), *High School Freshmen, High Schools, *House Plan, Program Effectiveness, Program Evaluation, Public Schools, Student Placement, *Transitional Programs

Identifiers—New York (New York Metropolitan Area)

The Ninth Grade Houses Program of the New York City public high schools is described, and evaluation outcomes and recommendations are presented. The general goal was to help ninth graders adjust to high school. The purposes were to: (1) generate student engagement; (2) provide opportunity for sustained, meaningful interaction with respected adults; and (3) demonstrate that learning can be purposeful and meaningful. In 1987-88, 97 New York City high schools implemented the program, restructuring the ninth grades into smaller units called "houses." In the ideal house, a student would have all classes programmed within the house, with counselor, attendance team, and teaching staff specific to the house. There was a wide range in the degree to which this ideal was implemented. Implementation data were obtained from questionnaires sent to all schools. Ninety-seven schools replied, representing 494 houses and a total of 57,095 students. Interviews in 1988 with 69 staff members revealed that most participating administrators and teachers reported very positive experiences with the program. Attendance rates were more likely to increase in schools with the program than in schools that did not implement the program. Recommendations for program continuation include: (1) ninth graders should be organized into units with themes, activities, and at least some identifiable staff members; (2) guidance services should be increased; (3) funds should be made available and a program office established; and (4) program evaluation should begin to consider the long-term impact of the program. Four tables illustrate student outcomes, and an appendix presents the implementation scale. (SLD)

ED 306 285 TM 013 146

Blumberg, Carol Joyce

Applying Statistical Process Quality Control Methodology to Educational Settings.

Pub Date—Mar 89

Note—40p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

Pub Type— Speeches/Meeting Papers (150) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Charts, Data Analysis, Educational Research, Evaluation Methods, Graphs, *Hypothesis Testing, *Quality Control, *Research Methodology, *Statistical Analysis, Statistical Inference, Statistical Studies

Identifiers—*Statistical Process Control

A subset of Statistical Process Control (SPC) methodology known as Control Charting is introduced. SPC methodology is a collection of graphical and inferential statistics techniques used to study the progress of phenomena over time. The types of control charts covered are the null X (mean), R (Range), X (individual observations), MR (moving range), p (measure of successes), and U (number of events per unit). Uses of charts in the binomial case and the Poisson case are considered. These charts provide the researcher with a combined graphical and hypothesis testing procedure for assessing the stability of various types of data collected across time. The details of constructing each of these charts and the methods for hypothesis testing are described. Examples drawn from the field of education illustrate chart construction. SPC procedures described are understandable by researchers who are not mathematically oriented; whereas other procedures often recommended in the statistically-oriented literature on single-subject design are not easily understood by these researchers. All of the SPC techniques introduced can be modified to allow the analysis of data from one-way multiple group designs and factorial designs. Although these charts do not represent all the control charting techniques used in process control, they are the ones most applicable to educational research. Five tables present sample data, and seven graphs illustrate SPC charts. (SLD)

ED 306 286 TM 013 147

Ray, John R. Bowman, Harry L.

Initial Teacher Licensure Testing in Tennessee: Legislative Requirements and Implementation.

Pub Date—Nov 88

Note—9p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (17th, Louisville, KY, November 9-11, 1988).

Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Beginning Teachers, Communication Skills, Higher Education, Item Banks, Knowledge Level, *Licensing Examinations (Professions), Minimum Competency Testing, Public School Teachers, Scores, *Scoring, State Legislation, State Programs, *State Standards, *Teacher Certification, Teacher Qualifications, Test Construction, Testing Programs, Test Items, *Test Use, Test Validity

Identifiers—Comprehensive Education Reform Act (Tennessee), National Teacher Examinations, Standard Setting, *Teacher Competency Testing, Tennessee

The licensure of public school personnel in Tennessee is a function of the State Department of Education (SDE). Additional requirements for this certification function were added by the Comprehensive Education Reform Act (Senate Bill Number 1) of the 1984 Tennessee General Assembly. The Act mandated that the SDE use tests to assess the competence of initial teacher licensure applicants in three areas–basic communication skills; general knowledge; and professional knowledge. A statewide study has indicated that the Core Battery of the National Teacher Examinations and 24 of the 25 specialty area tests are valid for use in Tennessee. The State Board of Education has adopted recommendations for minimum qualifying scores. Five of six tests developed by a consortium of states with state-sponsored testing programs were also accepted, and minimum scores were defined. The development of subject-matter tests was still required for some areas because candidate tests were not available. Test development begins with the design of specifications by a subject-matter panel of experts. An item-writer team of experts then prepares a pool of items, subject to rigorous review, that is used to prepare multiple forms of the test for review by the Educational Testing Service–the technical assistance organization for development. Tests are under construction for: (1) economics; (2) history; (3) political science and government; (4) sociology; (5) accounting; (6) general science; (7) geography; and (8) office technology. Development of additional tests awaits the determination of specific needs. Full implementation of the provisions of the American College Testing program will require several years. (SLD)

ED 306 287 TM 013 148

Bowman, Harry L. Petry, John R.

Initial Teacher Licensure Testing in Tennessee: Test Validation.

Pub Date—Nov 88

Note—19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (17th, Louisville, KY, November 9-11, 1988).

Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Beginning Teachers, College Faculty, Content Analysis, Elementary Secondary Education, Evaluation Methods, Higher Education, Knowledge Level, *Licensing Examinations (Professions), *Minimum Competency Testing, Public School Teachers, Scores, *Scoring, State Programs, *State Standards, *Teacher Certification, Teacher Educators, Testing Programs, *Test Validity

Identifiers—Comprehensive Education Reform Act (Tennessee), National Teacher Examinations, Standard Setting, *Teacher Competency Testing, Tennessee

In 1988 a study was conducted to determine the validity of candidate teacher licensure examinations for use in Tennessee under the 1984 Comprehensive Education Reform Act. The Department of Education conducted a study to determine the validity of 11 previously unvalidated or extensively revised tests for certification and to make recommendations about the minimum qualifying scores for any of these tests found valid. Some of the tests were National Teacher Examinations specialty area tests developed or revised since 1984–art education; music education; school guidance and counseling; school psychologist; and special education. An additional six tests, developed by a consortium of states in conjunction with the Educational Testing Service

(ETS), were tested: earth/space science; health education; marketing and distributive education; psychology; teaching hearing impaired students; and teaching visually impaired students. A total of 270 personnel from higher education institutions and local school districts reviewed each test as follows: (1) content review by teacher educators; (2) job relevance review by local educators; and (3) knowledge estimation review by members of both groups for 11 of the tests not previously reviewed in Tennessee. Seventeen educational and lay representatives further served as a Standards Committee, using the information from the panels to make decisions on validity and minimum qualifying scores. The Committee recommended minimum qualifying scores for four tests, but did not recommend scores for eight tests lacking normative data. Minimum scores will be set when data are available. The Committee further recommended that the impact of the tests on special groups of examinees, such as minorities, be monitored carefully. Five appendices contain recommended qualifying scores and summaries of data. (SLD)

ED 306 288 TM 013 149
Butler, E. Dean
Initial Teacher Licensure Testing in Tennessee: Test Development.
Pub Date—Nov 88
Note—10p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (17th, Louisville, KY, November 9-11, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Faculty, Content Analysis, Higher Education, *Item Banks, Knowledge Level, *Licensing Examinations (Professions), Public School Teachers, State Programs, *State Standards, *Teacher Certification, Teacher Educators, *Test Construction, Testing Programs, Test Items, Test Use, Test Validity
Identifiers—Comprehensive Education Reform Act (Tennessee), Standard Setting, *Teacher Competency Testing, Tennessee, Tennessee State Department of Education
The process of development of tests for teacher certification in Tennessee is described. In response to the Tennessee Comprehensive Education Reform Act of 1984 requiring the use of tests for individuals seeking initial teacher licensure, the Department of Education identified 12 areas of teacher endorsement for which no currently validated and applicable tests existed. The team responsible for test development consists of two co-directors and four test development specialists from the faculties of two institutions of higher education in Tennessee. A panel of college faculty in teacher preparation and classroom teachers is created to draft test specifications under the supervision of the project team. A validation review panel of classroom teachers and college professors in the subject matter then reviews the tests for job relevance. Final specifications are given to an item-writing panel of individuals representing school systems and teacher preparation programs in the state. This panel creates a bank of approximately 500 test items to reflect content and knowledge level of the specifications. After review by new panels of educators, items are forwarded to a national testing agency for sensitivity review, assembly into forms, production, and administrative processes. Of the 12 areas targeted, tests have been initiated for 8 areas. (SLD)

ED 306 289 TM 013 151
Bowman, Harry L. And Others
Validation of Selected Specialized Area Tests and Recommended Performance Standards for Initial Teacher Certification in Tennessee.
Pub Date—Mar 89
Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Faculty, Content Analysis, Elementary Secondary Education, Higher Education, Knowledge Level, *Licensing Examinations (Professions), Minimum Competency Testing, Public School Teachers, Scores, *Scoring, State Programs, *State Standards, *Teacher Certification, Teacher Educators, Testing Programs, *Test Validity
Identifiers—Memphis State University TN, *Standard Setting, *Teacher Competency Testing, Tennessee State Department of Education
Memphis State University conducted a study for the Tennessee Department of Education to determine the validity of 11 previously unvalidated, extensively revised, or new Educational Testing Service (ETS) tests as measures of the skills and knowledge required for specific initial certification endorsements of public school personnel in Tennessee. Another objective was to formulate data-based recommendations for minimum qualifying scores for any of the tests already established as valid in Tennessee. The study strategy involved groups or panels of teacher education institution personnel (n=99) in the review of test content, groups of local school district professional staff (n=113) in the assessment of job relevance of test items, and the use of both types of reviewers (n=270) in the estimation of correct response rates by minimally qualified certification applicants. A 17-member Standards Committee reviewed the work of the panels and developed recommendations on minimum qualifying scores for examinees from ETS administrations of the tests. In all, 12 tests were judged valid for use in Tennessee. The Standards Committee recommended minimum qualifying scores for four valid tests with extensive data: (1) biology; (2) music education; (3) school guidance and counseling; and (4) special education. Adequate normative data to establish minimum qualifying scores was judged not available for the other valid tests, and the Committee recommended that data be collected until there are sufficient data to establish minimum qualifying scores. Four appendices summarize data analyses. (SLD)

ED 306 290 TM 013 152
Bowman, Harry L.
Teacher Licensure Test Validation and Performance Standard Studies: A Two-State Comparison.
Pub Date—Feb 89
Note—14p.; Paper presented at the Annual Meeting of the Louisiana Education Research Association (New Orleans, LA, February 16-17, 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Faculty, Comparative Analysis, Content Analysis, Elementary Secondary Education, Higher Education, Knowledge Level, *Licensing Examinations (Professions), Minimum Competency Testing, Public School Teachers, *Scoring, Standards, State Programs, *State Standards, *Teacher Certification, Teacher Educators, Testing Programs, *Test Validity
Identifiers—National Teacher Examinations, *Standard Setting, *Teacher Competency Testing
Comparative data and results of validation and standard-setting studies are presented for five subject-matter tests for teacher certification in two states. The five tests evaluated were available from the Educational Testing Service (ETS): one National Teacher Examination specialty area test (special education); and four tests from a consortium of state-sponsored testing programs and ETS (teaching hearing impaired students; teaching visually impaired students; health education; and marketing and distributive education). In each state, personnel from higher education reviewed test content, representatives of local school districts made judgments about job relevance, and groups of both from each specialized area estimated performance on each item for minimally qualified applicants. Panel sizes were: (1) content–State A, 6 to 11, and State B, 6 to 11; (2) job relevance–State A, 8 to 11, and State B, 9 to 13; and (3) knowledge–State A, 15 to 19, and State B, 18 to 22. In each state a Standards Committee–State A (n=14) and State B (n=17)–of lay members and educators made validity decisions and recommended minimum qualifying scores. In State A a minimum scaled score was recommended for each of the five tests, but in State B a recommendation was only made for the special education test, as it was considered that normative data for the other tests were not yet adequate. These results, especially the different approaches of the two Standards Committees, emphasize the importance of determining validity and minimum performance standards for teacher certification examinations at the state level. Six tables present study data. (SLD)

ED 306 291 TM 013 158
Brookover, Wilbur B.
The Self-Concept of Academic Ability Scale–A Review and Further Analysis.
Pub Date—[87]
Note—12p.
Pub Type— Reports - Evaluative (142) — Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Ability Grouping, *Academic Ability, Cognitive Ability, Elementary Education, Elementary School Students, *Grouping (Instructional Purposes), *Rating Scales, Self Concept, *Self Concept Measures, Self Evaluation (Individuals), Student Characteristics, *Student Placement
Identifiers—Differentiation, *Self Concept of Ability Scale (Brookover)
Recent studies of the self-concept of academic ability, described by W. B. Brookover in 1959, are reviewed. The self-concept of academic ability is defined as the individual's assessment of his or her ability to learn in the school context in comparison to relevant others in the school. A scale–the Self-Concept of Academic Ability Scale–was developed in 1964 by Brookover. Because it is postulated that self-concept of academic ability is a function of the perceived evaluations of significant others, which may change with time and the identification of relevant others, changes in scores are to be expected. The current examination concerns the nature of self-concept of academic ability as it relates to a characteristic of schools–the degree of differentiation of school programs. This is the degree to which the school differentiates among students through grouping or practices based on the presumed ability to learn. Data from three samples of Michigan elementary schools (statewide sample, 68 schools; predominantly black sample, 30 schools; and a predominantly white sample) revealed a negative relationship between school differentiation and the variance in self-concept within each school. It may be that those in lower groups assess themselves relatively higher than if they were in heterogeneous groups. Results suggest that self-concept of academic ability is not a constant, but varies with the situation and expectations. Two forms of the self-concept scale are attached. (SLD)

ED 306 292 TM 013 159
Wagner, Mary Shaver, Debra M.
Educational Programs and Achievements of Secondary Special Education Students: Findings from the National Longitudinal Transition Study.
SRI International, Menlo Park, Calif.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Pub Date—Mar 89
Contract—300-87-0054
Note—52p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Academic Achievement, Academic Failure, Disabilities, *Longitudinal Studies, Mainstreaming, *National Surveys, School Demography, *School Surveys, Secondary Education, *Secondary School Students, *Special Education, Student Characteristics, Transitional Programs, Vocational Education
Identifiers—*National Longitudinal Transition Study
Initial findings regarding the educational programs and other secondary special education services surveyed during the congressionally mandated National Longitudinal Transition Study (NLTS) of Special Education Students are presented. The study, started in 1987 under a Department of Education contract with SRI International, addresses issues concerning disabled youths' school programs, services, social integration, educational achievements, and independent living and employment experiences. Three major areas are addressed: (1) what educational programs and other services are provided to secondary special education students; (2) how well to these students perform in school; and (3) what student characteristics are related to school performance, as measured by receipt of failing grades, among special education students. Data for a nationally representative sample of more than 8,000 youth (aged 13 to 23 years) who attended special education in the 1985-86 school year, were collected in 1987 via telephone interviews with parents, a survey of schools youth attended, and students' school records. Specific findings are presented on types of educational programs, nature and size of schools attended, educational achieve-

ment, school characteristics, participation in special education and regular education courses, enrollment in vocational education, other services received, demographic characteristics, academic achievement, and characteristics related to school performance, as measured by failing grades. Fourteen data tables are provided. An overview of the NLTS is appended. (TJH)

ED 306 293 TM 013 163
Nitko, Anthony J. Pettie, Allan
The Sixteen Quality Indicators: Standards for Evaluating Criterion-Referenced Tests.
Pub Date—Mar 89
Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989). Text contains some small print.
Pub Type— Speeches/Meeting Papers (150) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Armed Forces, *Content Analysis, *Criterion Referenced Tests, Evaluation Methods, Formative Evaluation, Military Personnel, Quality Control, *Rating Scales, *Standards, Test Construction, *Test Reliability
Identifiers—*Quality Indicators, *Sixteen Quality Indicators, Skill Qualification Test
The development, formative evaluation, and potential uses of the "Sixteen Quality Indicators" (16 QI) rating scale are described. The scale was developed as a systematic way to rate the quality of Skill Qualifications Tests (SQTs) in the United States Army. An SQT measures a soldier's knowledge of a military occupational specialty. It is a criterion-referenced test that samples the tasks in a specific specialty area. Several hundred SQTs are developed annually. The 16 QI is a list of critical criterion-referenced test characteristics. Scale drafts were reviewed by army job specialists and civilian testing experts to form a five-point scale. The 16 QI are grouped into characteristics of the total test, the task-measuring part of the test, and the item. The 16 QI rating scale has not yet been evaluated thoroughly, but would appear to have potential for monitoring SQT quality and diagnosing what needs to be done to improve the quality of a test. As an organized and systematic procedure, the 16 QI may be useful in other applications to evaluate criterion-referenced tests. Four tables present the elements of the 16 QI and the regulations and policies that support its use. (SLD)

ED 306 294 TM 013 164
Schuldberg, David
Indices of Individuals' Sensitivities To Computerized Test Administration and Repeated Testing.
Pub Date—5 Oct 88
Note—32p.; Sponsored by grants from Montanans on a New Track for Science (MONTS) and the University of Montana Office of Research Administration.
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—College Students, *Computer Assisted Testing, Higher Education, *Individual Differences, *Objective Tests, Responses, *Test Format, Test Reliability
Identifiers—*Minnesota Multiphasic Personality Inventory, Paper and Pencil Tests, Repeated Testing, *Testing Effects, Test Retest Reliability
Indices were constructed to measure individual differences in the effects of the automated testing format and repeated testing on Minnesota Multiphasic Personality Inventory (MMPI) responses. Two types of instability measures were studied within a data set from the responses of 150 undergraduate students who took a computer-administered and pencil-and-paper MMPI a week apart. Two subject groups included 42 males and 33 females each. One set of indices measured systematic format- and time-related changes in responding, shifting attributable to format or time alone. Two families of six indices each were computed measuring unsystematic changes in responding, or overall tendencies to shift in a particular direction among the responses "true," "false," and "cannot say." These unsystematic changes were assessed both between formats and across times, although they were partially confounded in the present study. Systematic format shifting was related to a more general and unsystematic tendency to shift between "true" and "false" responses. The use of "cannot say" in the computerized testing situation appears distinct from the tendency to use the "cannot say" response on the pencil-and-paper test. Systematic item shifting attributable to time, although not involving an internally consistent set of responses, is distinct from other instability indices derived in this study and is therefore sensitive to the design of the administration software. Personality and other correlates of the item-shifting indices are discussed. Five tables present study data. (Author/SLD)

ED 306 295 TM 013 165
Chowsilpa, Siriperm
Developing the Social Avoidance and Distressed (SAD) Scale and Fear of Negative Evaluation (FNE) Scale for Application to Thai University Students in the Northern Region.
Pub Date—[89]
Note—34p.; This research was funded by Chiengmai University.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Anxiety, *Attitude Measures, *College Students, Foreign Countries, Higher Education, *Personality Measures, Social Adjustment, *Test Construction, Test Reliability, Test Validity
Identifiers—*Fear of Negative Evaluation Scale (Watson Friend), Social Anxiety, *Social Avoidance Distress Scale (Watson Friend), Thailand
The reliability and validity of the Social Avoidance and Distress (SAD) and Fear of Negative Evaluation (FNE) scales developed by D. Watson and R. Friend (1969) were tested for their use with university students in Thailand. Thai translations of both tests were administered to 176 university students on two occasions, with a month between testings, to assess test reliability. The test-retest correlation of the SAD was 0.77 and that of the FNE was 0.85. To assess construct validity, the test was administered to 958 students. Then, 138 students who received SAD scores lower than 3 and 157 students who received SAD scores of 11 or above were selected along with 62 students who received FNE scores lower than 9 and 108 of those who received FNE scores 18 or higher. Those who agreed to further participation were grouped by high and low social anxiety scores (low SAD = 108, high SAD = 126; low FNE = 35, high FNE = 58). Subjects were assigned to one of three conditions in which social anxiety about group participation was manipulated. Results were correlated with the State-Trait Anxiety Inventory of C. D. Spielberger et al. (1970). The validity was generally satisfactory for both scales. Thai students reacted differently than the Canadian students with whom the scale was developed, but the high reliability and satisfactory validity indicated that these scales are suitable for use with university students in Thailand. One flowchart, eight tables, and three figures present study data. (SLD)

ED 306 296 TM 013 166
Kreft, Ita G. G. de Leeuw, Jan
Model Based Ranking of Schools. UCLA Statistics Series #17.
California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency—Netherlands Foundation for Educational Research, The Hague.
Pub Date—Feb 89
Note—29p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Elementary Secondary Education, Foreign Countries, Intelligence Differences, Mathematical Models, *Regression (Statistics), *School Effectiveness, Sex Differences, Socioeconomic Background, Statistical Analysis, Student Characteristics
Identifiers—Netherlands, Random Coefficient Models, *Ranking, Residuals (Statistics), *School Rating Systems
Statistical models for school effectiveness rankings are assessed. An analysis of linear models with fixed regression parameters and models with separate regression parameters for each school is presented. In the first case, the regression lines are parallel and the ranking of the schools is the same for all student backgrounds. In the second case, schools may be ranked quite differently for boys and girls, for blue-collar and white-collar children, and for high-IQ and low-IQ students. In the example presented–a 1959 data set of 1,290 children in 37 schools in Groningen, the Netherlands–it appears that slopes do indeed differ; hence, rankings of schools differ across different backgrounds. Analysis of the significance of this effect was attempted. More recently, random coefficient models have been proposed for school effect analysis. These models are considered to be a random sample from a population of schools, and statements are made about this population and not necessarily about the individual schools in the study, interpreted as subpopulations. In random coefficient models, the residuals in the regression equations are not independent for students in the same school. This means that predictions will generally be more conservative than in fixed coefficient models. It is argued that random coefficient models are more appropriate for school effects analysis. Seven data tables are included. (TJH)

ED 306 297 TM 013 168
Carr, Sonya C.
The Use and Interpretation of Q-Technique Factor Analysis.
Pub Date—Jan 89
Note—28p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January 27, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Cluster Analysis, Data Interpretation, Emotional Disturbances, *Factor Analysis, *Grouping (Instructional Purposes), Heuristics, *Individual Differences, *Q Methodology, Research Methodology, Special Education Teachers, *Student Evaluation
This paper briefly explains the possible two-mode techniques of factor analysis, and discusses, in more detail, one two-mode technique–the Q-technique. The Q-technique may be useful when the researcher is interested in obtaining information about "types" of individuals with regard to certain variables. A concrete heuristic example is used to illustrate Q-technique factor analysis. In this example, a structured Q-sort was developed based on the student appraisal criteria used to classify students for special education services. Q-sort data consisted of the scores of eight students, classified as emotionally disturbed; the scores were received when the teacher rated the students on each of 18 variables. The data were then factor analyzed to determine the factors or clusters of the students across the variable replicants. Two factor extraction methods, principal components and principal factors, were used and the factors were rotated using the varimax procedure. The use of factor scores to facilitate interpretation of person factors is then illustrated. Eight data tables and five data plots are provided. The Q-technique data file and the command file used to analyze the Q-technique data are appended. (Author/TJH)

ED 306 298 TM 013 176
Beaton, Albert E.
Sampling Design for the 1990 Trial State Assessment Program.
Pub Date—3 Apr 89
Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Comparative Analysis, Differences, Elementary School Students, Elementary Secondary Education, Mathematics Tests, *National Programs, Pilot Projects, Private Schools, Program Administration, Public Schools, Reading Tests, Sample Size, *Sampling, Science Tests, Secondary School Students, *State Programs, *Testing Programs
Identifiers—*National Assessment of Educational Progress, Stratified Sampling, *Trial State Assessment Program
The introduction of the trial state assessment program into the design of the 1990 National Assessment of Educational Progress (NAEP) raises questions about differences across states in sampling and administration practices. In addition, questions about the general approach to comparing state data to national data need discussion. Subject areas covered by the NAEP include reading, mathematics, and science; state programs will only cover mathematics. NAEP samples are selected from both age and grade populations; 9-, 13-, and 17-year-olds and fourth-, eighth-, and twelfth-grade students will be involved. State assessments will only involve eighth-graders. The NAEP will cover private as well as public schools, while the state component will cover only the latter. NAEP will involve a deeply stratified, multi-level sampling plan, with oversampling of minority students and private schools. The

NAEP sample will allow regional, but not state-by-state, comparisons. The target for the state-level program includes 2,000 eighth-graders selected from about 100 schools in each state. While special staff are provided for the NAEP, state programs will be conducted by local school staff under rigid guidelines. Special subsampling procedures have been developed for both national and state populations. (TJH)

ED 306 299 TM 013 179
Eason, Sandra H. Daniel, Larry G.
Trends and Methodological Practices in Several Cohorts of Dissertations.
Pub Date—Jan 89
Note—33p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January 26, 1989).
Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Analysis of Variance, Cohort Analysis, *Construct Validity, *Doctoral Dissertations, Educational Research, Higher Education, Literature Reviews, Methods Research, Multivariate Analysis, Reliability, *Research Methodology, Sample Size, Sampling, *Statistical Analysis, Surveys, *Trend Analysis
Identifiers—External Validity, Internal Validity
A framework for understanding methodological practices from the perspectives of internal validity, external validity, statistical control validity, and construct validity is presented. One hundred doctoral dissertations completed between 1980 and 1988 at a single urban public university were analyzed for various methodological practices and types of statistical techniques used. Techniques were further coded into categories of univariate or multivariate designs and subcategories within these categories. In all, 201 techniques were discovered across papers, which were generated by the Departments of Educational Leadership and Foundation, Curriculum and Instruction, and Special Education of the university. Demographics, size, and other information about sampling techniques were also assessed. Randomization and convenience were the most typical sample selection techniques. Means of establishing reliability of the dependent variables and whether surveying was involved for each study were also determined. Additional features concerning the discussion of results in the dissertations were coded as well. The analyses indicate that the instance of use of specific statistical techniques has changed little during the last 9 years. Three data tables are included. (TJH)

ED 306 300 TM 013 182
De Ayala, R. J. Hertzog, Melody A.
A Comparison of Methods for Assessing Dimensionality for Use in Item Response Theory.
Pub Date—Mar 89
Note—29p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, March 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Comparative Analysis, *Error of Measurement, *Factor Analysis, *Latent Trait Theory, Matrices, Methods Research, *Multidimensional Scaling
Identifiers—*Dimensional Analysis, Partial Credit Model, Rasch Model, Scree Test
This study was undertaken to compare non-metric multidimensional scaling (MDS) and factor analysis (FA) as means of assessing dimensionality in relation to item response theory (IRT). FA assesses correlation matrices, while MDS performs an analysis of proximity measures. Seven data sets were generated; each differed from the others with respect to dimensionality. Each set consisted of 28 items and was either one- or two-dimensional, with two-dimensional data sets having interdimensional correlation coefficients of 0.01, 0.10, and 0.60. All sets were generated according to G. Masters' partial credit model (1982)–a Rasch model; 14 item parameters were taken from Masters' article and duplicated to produce the 28-item pool. Assessment of dimensionality through MDS was performed by stress by dimensionality graphs alone and in conjunction with plots of stress by dimensionality containing varying degrees of error. For the FA of each correlation matrix, the initial determination of dimensionality was performed through an examination of the matrix's scree plot. Results indicate that MDS may be a viable methodology for IRT researchers to use in assessing the dimensionality of ordered test or attitude data. Four data tables and 20 graphs are provided. (TJH)

ED 306 301 TM 013 184
Lai, Morris K.
How the Use of Age-Cluster Norms Can Reveal Otherwise Hidden Findings.
Pub Date—Mar 89
Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Age Groups, *Cluster Analysis, Cohort Analysis, *Kindergarten Children, Language Tests, Limited English Speaking, *Norm Referenced Tests, Primary Education
Identifiers—Missouri Kindergarten Inventory Develop Skills, Peabody Picture Vocabulary Test (Revised)
This study was designed to determine the amount of information obtainable when age-cluster norms (whereby student norms are available for 2- to 3-month age-group norms) are used instead of the usual grade-level norm grouping procedures. This distinction is particularly significant for studies of young children. Data included pre- and post-test scores on the Missouri Kindergarten Inventory of Developmental Skills for 12,917 Hawaiian kindergarten students and on the Peabody Picture Vocabulary Test (Revised) for 6,838 students. The two tests are used as part of the Early Provisions for School Success–a statewide kindergarten program. A parallel secondary analysis was conducted for students of limited English proficiency. For the language tests, the use of age-group norms, as opposed to sole use of cohort norms, resulted in more precise information. On the other subtests, there seems to be less need to be concerned about age-group cluster norms. Eight data tables are included. (TJH)

ED 306 302 TM 013 193
Schattgen, Sharon And Others
A Validity-Based Model for the Evaluation of a Criterion-Referenced Test.
Pub Date—Mar 89
Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Content Validity, *Criterion Referenced Tests, Elementary School Students, Elementary Secondary Education, Grade 3, Grade 6, Grade 8, Grade 10, Mastery Tests, Models, Norm Referenced Tests, School Districts, Secondary School Students, State Programs, *State Standards, Testing Programs, *Test Validity
Identifiers—Approval Needs, Test Batteries
This paper describes a model for the evaluation and approval of a test battery for compliance with a midwestern state law mandating criterion-referenced testing of specific objectives. Standards specifying that the test scores must demonstrate content validity and criterion-related validity form the foundation of the model. The model also incorporates a three-stage approval process that promotes communication between the district applying for test approval and the state education agency. A district seeking approval of an norm-referenced battery administered its tests and the state tests concurrently to representative samples of students in grades 3, 6, 8, and 10. Results were submitted to Pearson product-moment coefficients, phi coefficients, and one-way analysis of variance procedures. District and state scores were clearly comparable at the overall subject level for three of the four grades. With respect to objective mastery rates, the degree of comparability was low across all grades and subjects. In general, the results support the effectiveness of the validity-based model. Five data tables are included. Criteria for approval of district-developed or published tests for use in measuring key skills, and Parts I and II of the Application for Test Approval are appended. (TJH)

ED 306 303 TM 013 194
Robertson, Gary And Others
The Refinement of a Single Scale for the Measurement of Writing Ability.
Pub Date—Mar 89
Note—13p.; Paper presented at the Annual Meetings of the American Educational Research Association (San Francisco, CA, March 27-31, 1989) and the National Council on Measurement in Education (San Francisco, CA, March 27-31, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary School Students, Elementary Secondary Education, Interrater Reliability, *Latent Trait Theory, *Pictorial Stimuli, *Rating Scales, Regression (Statistics), *Scaling, Secondary School Students, *Test Construction, Test Reliability, Timed Tests, *Writing Evaluation
Identifiers—Graded Response Model, *Peabody Individual Achievement Test (Revised), Writing Samples
A study was conducted to refine the writing scale incorporated into the Peabody Individual Achievement Test-Revised. The test uses a single scale for judging writing samples from students in grades 2 through 12. It was questioned whether a single, relatively brief rating scale could have the sensitivity required to discriminate among the range of written expression presented by students across this broad grade range. The written expression subtest provides the students with 20 minutes to write a story in response to one of two picture prompts. Each of 24 discrete items is rated on either a dichotomous or trichotomous scale, depending on the characteristic being rated. Each item on the scale yields a point score. For this study, 1,087 writing samples were collected from students in grades 2 through 12 in the spring of 1986. About half of the students took Prompt A, and the other half took Prompt B. A subset of 168 students was selected to retake the alternate prompt for later use in estimating alternate-forms reliability. Item weighting methods applied to the data include regression, graded-response, and teachers' rating methods. Ten secondary school English teachers rated the 24 written expression items in terms of their importance to the evaluation of a student's written composition. Application of these three methods failed to yield improvements either in mean raw score growth from grade-to-grade or in internal consistency reliability. Five data tables are presented. (TJH)

ED 306 304 TM 013 233
Hughes, Kevin R. And Others
The Children's Academic Motivation Inventory: Validation Evidence for Generalization to a High School Population.
Pub Date—Mar 89
Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Achievement Tests, Generalizability Theory, Grade Point Average, High Schools, *High School Students, *Student Motivation, Test Reliability, Test Use, *Test Validity
Identifiers—*Childrens Academic Motivation Inventory, Internal Consistency
The purpose of this study was to provide evidence for adapting and generalizing the use of the Children's Academic Motivation Inventory (CAMI) to high school students. The instrument was originally developed to provide a reliable, valid, theory-based measure of academic achievement motivation; it was suitable for use with children aged 12-14 years; and it could be applied across academic subjects. An adapted version of the CAMI was administered to 763 high school students living in south-central Kentucky. Additionally, cumulative high school grade point average (GPA) and the GPA for the semester in which the CAMI was administered were obtained for each participant. Results indicate positive correlations between the CAMI scores and students' cumulative and semester GPAs. A coefficient alpha of 0.92 provided evidence of the CAMI's internal consistency. Factor analysis produced a 12-factor solution similar to that of an earlier validation study. Overall, the findings indicate that the premises of the original CAMI generalize to a high school population. The CAMI holds promise for research purposes and for the identification of students who may benefit from intervention strategies aimed at increasing their academic achievement motivation. (TJH)

ED 306 305 TM 013 238
Clark, Sheldon B. Boser, Judith A.
Seeking Consensus on Empirical Characteristics of

Effective Mail Questionnaires: A First Step.
Pub Date—Mar 89
Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Check Lists, *Mail Surveys, Multiple Choice Tests, Quality Control, *Questionnaires, Test Construction, *Test Format, Test Items
Identifiers—Consensus, Experts, Item Position (Tests), Response Rates (Questionnaires), Test Instructions

A study was undertaken to develop a checklist of desirable characteristics of mail questionnaires. The checklist was to reflect some degree of consensus among experts in survey research and to be used as a general guide by novice questionnaire designers. A second objective was to take a first step toward development of an objective measure of quality of questionnaires. A review of the literature on the design of mail survey questionnaires indicated that seven categories were most essential in influencing response rate and quality of responses to mail questionnaires: (1) general appearance; (2) instructions; (3) choice of items; (4) order of items; (5) item format; (6) choice of response options; and (7) wording. A survey instrument based on the literature review was formulated. Six authors of books on survey research and six members of the American Educational Research Association's Special Interest Group on Survey Research in Education were surveyed; five of the former and six of the latter responded to the survey. Results are disappointing. The reluctance of the experts to indicate that any but the most fundamental of characteristics were applicable to all mail surveys underscores the often-stated principle that questionnaires should be tailored to the particular population being surveyed. Alternative approaches to future research are enumerated. Eleven data tables are included. The "Desirable Characteristics of Mail Questionnaires" Questionnaire is appended. (TJH)

ED 306 306 TM 013 239
Boser, Judith A.
Effect of Booklet/Folder Questionnaire Format and Style of Type on Mail Survey Response Rates.
Pub Date—Mar 89
Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Graduates, Computer Printers, *Graduate Surveys, Higher Education, *Mail Surveys, *Questionnaires, Test Construction, *Test Format
Identifiers—*Response Rates (Questionnaires), *Typeface

Results of two studies, involving surveys of alumni of postsecondary institutions, are presented to assess the effect of format and typeface on mail survey response rates. The first study focused on the effect of booklet/folder format versus stapled sheets. The method of reproduction, page content, page size, and appearance of the questionnaires were identical. Subjects were 100 former students of the University of Tennessee. The second study involved use of: (1) a questionnaire version produced by a laser printer that allowed variation in type size; and (2) a version originally produced by a typewriter and photocopied. Subjects were 297 former students of the same university. In each study, each subject received only one of the two form types. Results of the studies are consistent with previous findings that when the same questions are used, there is no significant difference between questionnaires of different lengths, between questionnaires with a professional appearance (typeface) and those that are typed, and between booklet and stapled questionnaires. It is noted that, due to the narrowness of the subject scope of the studies, generalizations from these conclusions should be made cautiously. (TJH)

ED 306 307 TM 013 242
Herman, Joan L. Winters, Lynn
Reporting for Effective Decisionmaking.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 89
Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrators, Boards of Education, *Computer System Design, Computer Uses in Education, *Decision Making, *Educational Planning, Educational Policy, Elementary Secondary Education, *Evaluation Utilization, Literature Reviews, *Management Information Systems, *Reports, School Districts, School Effectiveness
Identifiers—*Multilevel Evaluation Systems Project

The Multilevel Evaluation Systems Project at the University of California at Los Angeles Center for Research on Evaluation Standards and Student Testing is investigating the feasibility of developing comprehensive automated information systems that might serve the planning and policy needs of school-based educators, district administrators, and school boards. The project design involves the following phases: (1) a multidisciplinary literature review to develop guiding principles for the design of school-based management information systems; (2) a review of existing district reporting practices; and (3) interviews with the potential user groups–school boards, district administrators, and principals–to refine the picture of the means by which they process and use information on school quality. The third stage is still in progress. Phases 1 and 2, reported here, covered evaluation utilization, information representation and decision-making, human cognition and computer data display, kinds of data reported, means of presenting reported information, and adherence of reports to data presentation guidelines. Preliminary findings indicate that school planners cannot or will not use the hypothetical-deductive model of problem-solving when using data to answer questions about their schools. This points to the need to provide interpretive information in non-technical language, to key interpretations to answer questions that school planners pose when reading reports, and to educate audiences about data uses. (TJH)

ED 306 308 TM 013 253
Federico, Pat-Anthony
Computer-Based and Paper-Based Measurement of Recognition Performance.
Navy Personnel Research and Development Center, San Diego, Calif.
Report No.—NPRDC-TR-89-7
Pub Date—Mar 89
Note—31p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Armed Forces, Comparative Analysis, *Computer Assisted Testing, Discriminant Analysis, *Flight Training, *Military Personnel, Multivariate Analysis, Postsecondary Education, Professional Training, *Recognition (Psychology), Test Format, *Test Reliability, Test Validity
Identifiers—*Paper and Pencil Tests, Radar Intercept Observers

To determine the relative reliabilities and validities of paper-based and computer-based measurement procedures, 83 male student pilots and radar intercept officers were administered computer and paper-based tests of aircraft recognition. The subject matter consisted of line drawings of front, side, and top silhouettes of aircraft. Reliabilities for both modes of testing were estimated by deriving internal consistency indices, using an odd/even item split. Prior to testing, subjects learned to recognize the aircraft silhouettes using two media: (1) paper-based form structured as a study guide; and (2) computer-based form using FLASH IVAN in the training mode. A stepwise multiple discriminant analysis was performed to determine how well the two testing modes distinguished among two groups of subjects expected to differ in their recognition of aircraft silhouettes. Computer-based and paper-based measures were not significantly different in reliability or internal consistency. The paper-based measure of average degree of confidence in recognition judgments was more reliable than the computer-based measure. The average degree of confidence measured by the two modes was more equivalent than the measures of recognition test scores. The discriminative validities of the two measures were about the same for distinguishing groups above or below the mean average curriculum grade. Using the pooled within-groups correlations between the discriminant function and computer-based or paper-based measures, the former had superior discriminative validity than the latter. Statistics associated with the canonical correlation suggested that the predictive validity of computer-based measures approximates that of paper-based measures. Four tables present study data. A 54-item list of references is included. (SLD)

ED 306 309 TM 013 257
Dabney, Vana Meredith And Others
"Cognitive Skills Assessment Battery (CSAB)": Results from Fall, 1988, Administration. Basic Skills Assessment Program.
South Carolina State Dept. of Education, Columbia.
Pub Date—Nov 88
Note—24p.
Pub Type— Reports - Evaluative (142) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Ability, Educational Assessment, *Educational Trends, Elementary School Students, Grade 1, Individual Development, Primary Education, Public Schools, *School Readiness, School Readiness Tests, State Programs, Testing Programs, *Test Results
Identifiers—*Cognitive Skills Assessment Battery, South Carolina

The Cognitive Skills Assessment Battery (CSAB) is the readiness test administered to all first graders entering public school in South Carolina, mandated by the State Board of Education. It is an individually administered battery that is not timed, but requires about 25 to 30 minutes per child. Performance on the CSAB provides valuable information about the child at the time of testing and should be used for planning appropriate programs for each child. Scores should not be used for tracking or labeling children. While data can provide information about which subgroups may need additional developmental activities, they cannot provide information about any cause-and-effect relationships. CSAB test results are compared for the years 1979 through 1988. Of the 56,600 first graders tested in August and September 1988, 74.8% were classified as "ready" with a minimum score of 88 out of 117 possible points. This proportion is about the same as the preceding year. However, slight gains over the past year were made by the private/non-profit kindergarten group and the Head Start group. The percentage of South Carolina students judged to be "ready" for grade 1 rose 14.6 points between 1979 and 1988. Increased attention to kindergarten objectives by public and private programs for 5-year-olds, the rising number of students participating in pre-first grade educational programs, and the initiation of statewide programs for "at risk" 4-year-olds are seen as reasons for these gains. Five bar graphs present testing trend data. Appendix A presents three tables of student results; Appendix B contains two tables of readiness scores by school districts. (SLD)

ED 306 310 TM 013 258
Guide to Developing a Comprehensive Assessment Procedure for Your District.
Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.
Spons Agency—Department of Education, Washington, DC.
Pub Date—87
Contract—400-86-0005
Note—112p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Academic Achievement, Achievement Tests, Comparative Analysis, *Educational Assessment, Elementary Secondary Education, Evaluation Methods, *Evaluation Utilization, Guidelines, Performance, *Program Development, Program Evaluation, Public Schools, *School Districts, School Effectiveness, Standardized Tests, Test Results
Identifiers—*Comprehensive Assessment Report, Evaluation Reports, New York

This guide describes the New York State assessment process as a framework for other districts aiming to develop an effective approach to performance assessment. In 1984-85 the New York State Board of Regents initiated the Comprehensive Assessment Report (CAR) as a process of reporting and using education results throughout the state. The conceptual approach of the guide conceives of standardized test data as a limited first step in assessing school effectiveness. In going beyond test data, one must

look for convergence of test data and other indicators of school performance and one must separate the data into component parts to gain information about subgroups of students and schools. Although technical statistical considerations are not emphasized in this guide, it is essential that comparisons between schools, districts, or groups take into account demographic and other salient characteristics of the groups being examined. The introduction establishes the framework for this guide. The second chapter describes the CAR, its purposes and processes, and the data it includes. Chapter 3 discusses the limitations of the data and possible misuses. Chapter 4 generalizes from the New York experience to indicate how a district can prepare and present a comprehensive assessment report. Appendix 1 contains a model assessment report, and Appendix 2 focuses on basic measurement concepts. Appendix 3 presents a directory of school improvement resources, and Appendix 4 includes a 107-item bibliography of research on school effectiveness. Five data tables and 12 graphs are included. (SLD)

ED 306 311 TM 013 265

Brauchle, Paul E. And Others

Developing and Evaluating a Method of Using Student Performance and Attitude Data as a Measure of Teacher Effectiveness.

Pub Date—Apr 87

Note—20p.; Paper presented at the Annual Meeting of the National Council for Measurement in Education (Washington, DC, April 21-23, 1987).

Pub Type— Speeches/Meeting Papers (150) — Reports - Evaluative (142) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Attitude Measures, Career Ladders, Educational Assessment, Elementary Secondary Education, *Evaluation Methods, Interrater Reliability, Public School Teachers, *Rating Scales, State Programs, *Student Attitudes, *Teacher Effectiveness, Teacher Evaluation, Test Construction, Testing Programs

Identifiers—Tennessee Career Ladder Program

The results of the first year of study of an approach in Tennessee using student performance assessments in the evaluation of teachers are summarized and the results of a field test on student performance and attitude are presented. The Tennessee approach places the responsibility for selecting and presenting the data on the teachers. About 130 trained evaluators in individual face-to-face meetings with teachers attempted to ascertain the teacher's performance on two items they presented: (1) evidence of student academic achievement commensurate with student background/ability; and (2) evidence of improvement in student attitude toward learning. Results from a sample of 201 teachers–out of the 1,745 Tennessee Career Ladder teachers who were evaluated in 1985-86–were used. There was limited reliability in the measurement of the two items since evaluators' ratings on them differed widely for the same teachers. The evaluators appeared to have developed unique operational definitions of the scale points. The scales were valid in that the scale point definitions suggested by evaluator comments on the dialogues matched the semantically developed anchor point definition. Based on these results, an operational definition for five scale anchor points was constructed. Findings suggest that the performance items should not be used in their present form as part of the Career Ladder scores for teachers, but should be continued as field test items. Evaluators should receive specific training in the meaning and definitions of the scale points and how to reliably assess documentation on student performance. If evaluators are adequately trained, student performance and attitude data as presented by teachers can become a reliable part of a teacher evaluation system. (SLD)

ED 306 312 TM 013 295

Abdullah, Wan Mohd Rani Bin

One Is Sufficient or Two Are Necessary: A Substitute for "Clarifying Variables of Teaching through Factor Analysis of Rasch Standardized Residuals."

Pub Date—Mar 89

Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Attention Control, Classification, Classroom Techniques, *Discipline, *Factor Analysis, Foreign Countries, Goodness of Fit, Latent Trait Theory, Personality Assessment, *Questionnaires, Rating Scales, Secondary Education, *Secondary School Teachers, Student Behavior, Teacher Attitudes, *Teacher Behavior, Teaching Styles, Test Reliability

Identifiers—Malaysia, *Rasch Model, *Residuals (Statistics), Teacher Surveys

The paper describes how certain questionnaire items concerning teacher-claimed behavior might define a teacher's effort to maintain order in the classroom. Subjects consisted of 255 secondary school teachers teaching in examination classes (Forms 3 and 5) at 15 schools in the District of Kuala Terengganu (Malaysia). The teachers responded to a questionnaire designed to assess Malaysian teachers and their teaching behavior. Each of the three questions administered contained five to nine items. The 21 items are designed to determine the means by which teachers maintain order in the classroom in relation to controlling students and focusing students' attention on learning and instruction. A Rasch computer program for ordered categories (MSTEPS) was used to obtain person measurements and item calibration and perform person and item fit analysis. Factor analysis was used to determine if an item described more than one dimension of teacher-claimed behavior. Results indicate that 18 items fit the proposed model. The typology included teachers who believe that a minimum level of order is sufficient and are low-effort teachers, teachers who believe that a higher level of order is somewhat necessary and are higher effort teachers, and teachers who believe that a maximum level of order is essential and are highest effort teachers. Although factor analysis of the 18 items implies that these items may be formed into two clusters, when these clusters are analyzed with MSTEPS and when the results are compared to those of the 18 items, it is evident that one variable is sufficient and that two are not necessary. (TJH)

UD

ED 306 313 UD 026 454

The Hispanic Drop-out Rate and Under-representation of Hispanics in State Employment. A Follow-up Report. 1987 Annual Report.

Florida State Commission on Hispanic Affairs, Tallahassee.

Pub Date—88

Note—322p.; For related document, see UD 026 455. Small print may not reproduce well.

Pub Type— Reports - Evaluative (142) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—*Affirmative Action, Dropout Characteristics, *Dropout Programs, Dropout Rate, *Employment Opportunities, Employment Practices, Equal Opportunities (Jobs), Followup Studies, High Schools, *High School Students, *Hispanic Americans, Program Evaluation, Recruitment, School Holding Power, *State Agencies, Urban Schools

Identifiers—*Florida

This follow-up study finds that very little progress has been made in the state of Florida on the recommendations contained in the Commission on Hispanic Affairs' 1985 Annual Report, "The Hispanic Drop-out Rate," and the 1986 Annual report, "Underrepresentation of Hispanics in State Employment." "The Hispanic Drop-out Rate," identified 19 recommendations based on the characteristics of potential Hispanic high school dropouts in Dade, Broward, Lee, Orange, and Hillsborough counties. For purposes of follow-up, the commission compared statistical data on the Hispanic dropout rate for the years 1984-85, 1985-86, and 1986-87. Specific dropout programs instituted in Dade, Broward, Lee, Orange, and Hillsborough counties were analyzed for their appropriateness to Hispanic students. Findings indicate that the graduation rate for Hispanics has shown little improvement, and that the dropout programs are ineffective. "Underrepresentation of Hispanics in State Employment" recommended that the State undertake a variety of recruitment efforts targeting the Hispanic community. Follow-up analysis of state employment data indicated that the Hispanic employment rate had not changed, and that no State funds were provided specifically for Hispanic recruitment. The minutes of public hearings are included. The appendices include Affirmative Action Guidelines, and proposed legislation to renew the Commission. About 60 tables of statistical data are included. (FMW)

ED 306 314 UD 026 455

The Underrepresentation of Hispanics in State Employment. 1986 Annual Report.

Florida State Commission on Hispanic Affairs, Tallahassee.

Pub Date—87

Note—132p.; For related document, see UD 026 454.

Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Affirmative Action, Economic Opportunities, *Employment Level, Employment Opportunities, Employment Patterns, Employment Practices, Employment Statistics, *Equal Opportunities (Jobs), Ethnic Discrimination, *Government Employees, *Hispanic Americans, Minority Groups, Promotion (Occupational), *Racial Composition, Recruitment, *State Agencies, State Government, State Programs, Urban Problems

Identifiers—*Florida

Hispanic representation in all categories of employment by the State of Florida must be increased through implementation of effective affirmative action and equal opportunity employment programs. The Florida State Commission on Hispanic Affairs analyzed statistical data provided by the State Bureau of Employment Assistance to ascertain employment levels and patterns by ethnic group in individual state agencies. The Commission also held public hearings in Jacksonville, Miami, Ft. Meyers, and Tampa, where large numbers of Hispanics reside. The minutes of these hearings, including comments by representatives of local state agencies and area residents, are included. Major findings include the following: (1) the proportion of Hispanic personnel in all categories of State employment is small (3.6 percent), compared to the proportion of Hispanic residents in the State (11 percent); (2) Hispanic employees are disproportionately represented in State employment when compared to other minorities; (3) Hispanics are severely underrepresented in administrative positions; (4) Hispanics do not understand how to apply for state positions; and (5) with the exception of the State University System, agencies have no effective affirmative action programs for recruiting Hispanics. The appendices include extensive tables of statistical data on state employment by ethnic category, and work force data by individual agencies, for 1986. (FMW)

ED 306 315 UD 026 487

Agenda: "Hispanic Issues Are America's Issues." Quadrennial National Hispanic Leadership Conference (4th, Washington, D.C., April 4-6, 1988).

National Hispanic Leadership Conference, Washington, DC.

Pub Date—88

Note—118p.

Available from—Pablo-Sedillo, Chairman, NHLC and Director, Secretariat for Hispanic Affairs, U.S. Catholic Conference, 1312 Massachusetts Ave., Washington, DC 20005 or Roger J. Rivera, Conference Coordinator, NHLC, 20 F St. N.W., 2nd Floor, Washington, DC 20001.

Pub Type— Reports - Descriptive (141) — Collected Works - Proceedings (021)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Armed Forces, Civil Rights, Educational Policy, Financial Policy, Foreign Policy, Health Needs, Hispanic American Culture, *Hispanic Americans, Housing Needs, Language Maintenance, Mass Media, *Policy Formation, *Political Issues, Political Power, *Public Policy, Religion, Veterans

Identifiers—*Empowerment, *Policy Issues

This document presents the 1988 National Hispanic Leadership Conference's agenda on the following major issues: (1) civil rights; (2) corporate and philanthropic responsibility; (3) criminal justice; (4) culture and language policy; (5) economic development policy; (6) education; (7) employment and economic security; (8) health and mental health; (9) housing; (10) immigration, foreign policy, and national security; (11) media; (12) organized religion; (13) political and government empowerment; and (14) Hispanic and veteran military personnel. Each issue is outlined, and recommendations are offered. Hispanics are severely underrepresented in policymaking positions in the public and private sectors. Institutions in the public

and private sectors too often remain impervious to the interests of Hispanics. Hispanics are still often excluded from the political process or isolated from decision-makers. Hispanics must be at the forefront of policy and programmatic initiatives to meet the challenges they face. They must focus their efforts on achieving self-sufficiency, on enhancing their community's leadership, and on strengthening their institutions. Appended are lists of committee chairpersons, corporate sponsors, and delegates to the conference. (BJV)

ED 306 316 UD 026 502

Mental Health and the Elderly: Issues in Service Delivery to the Hispanic and Black Community. Part I. Hearing before the Select Committee on Aging. House of Representatives, One Hundredth Congress, Second Session (Long Island City, New York).

Congress of the U.S., Washington, D.C. House Select Committee on Aging.
Report No.—House-Comm-Pub-100-674
Pub Date—13 May 88
Note—151p.; For part II, see RC 016 908.
Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Agency Cooperation, *Blacks, Cooperative Planning, Delivery Systems, Depression (Psychology), Ethnic Groups, *Health Needs, Hearings, Hispanic Americans, Intercultural Programs, Mental Disorders, *Mental Health Programs, Minority Groups, *Older Adults, Outreach Programs, *Puerto Ricans, Racial Bias, Racial Differences, *Urban Programs
Identifiers—*New York (New York)

This hearing examines the mental health needs of America's Black and Hispanic elderly in New York State and, particularly, in the New York City area, and considers solutions for service delivery. Seven expert witnesses testified. Few research studies specifically target aged Blacks and Puerto Ricans; however, many minority elderly share the following characteristics of persons who are at-risk of mental illness: (1) low income; (2) unmarried; (3) low education; and (4) poor physical health. Elderly Puerto Ricans have an extremely high level of depressive symptoms, and Puerto Rican women have significantly higher levels than men. Poor English language skills and very low acculturation contribute to the vulnerability of elderly Puerto Ricans. Aged Blacks suffer from the physical and psychological effects of a lifetime of racial oppression. All witnesses agreed on the need for a comprehensive, interagency approach to mental health service delivery that utilizes the clients' social networks. Service delivery to older Puerto Ricans should include bilingual services. Delivery to older Blacks should include holistic assessment and treatment planning. Other factors to be considered include the following: (1) affordability; (2) improvement of existing day treatment and inpatient services; (3) development of mobile treatment services; and (4) service for elderly mentally disabled homeless. Each report is accompanied by a list of references. (FMW)

ED 306 317 UD 026 578

Bliatout, Bruce Thowpaou

Hmong Refugees: Some Barriers to Some Western Health Care Services.

Pub Date—5 Mar 88
Note—13p.; Paper presented at the Southeast Asians in the United States Conference (March 5, 1988, Tempe, AZ).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Asian Americans, Attitudes, Cross Cultural Studies, *Cultural Background, *Cultural Differences, Family Role, Health Education, Health Personnel, Health Programs, *Health Services, Limited English Speaking, Program Development, Program Improvement, Refugees, Sex Role
Identifiers—*Access to Health Care, Health Attitudes, *Hmong People, United States

There are an estimated 80,000 Hmong refugees now living in the United States. This paper identifies some of the barriers that have delayed or hindered Hmong access to health services in the United States. The following barriers are discussed: (1) physical barriers, including language and interpreter barriers; (2) cultural values, including beliefs about causes of illness, fear of invasive treatment, male/-female cultural roles, and clan/family roles; and (3) differences in expectations of health care, including examination, diagnosis, and medication. Through cross-cultural training for Western health personnel, and through health education for the refugees, these barriers can be eliminated. Other recommendations for improving Hmong access to Western health care are offered. A brief bibliography is included. (BJV)

ED 306 318 UD 026 609

Gueron, Judith M.

Reforming Welfare with Work. Occasional Paper 2.

Ford Foundation, New York, N.Y.
Report No.—ISBN-0-916584-30-5
Pub Date—87
Note—56p.; A product of the Project on Social Welfare and the American Future.
Available from—The Ford Foundation, Office of Reports, 320 East 43rd Street, New York, NY 10017 (paper copy, free).
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Child Welfare, *Cost Effectiveness, *Demonstration Programs, *Employment, Federal Programs, Poverty Programs, Program Effectiveness, Program Evaluation, *Welfare Recipients, *Welfare Services
Identifiers—*Aid to Families with Dependent Children, *Workfare

This country has long debated the question of how to design the welfare system, particularly the federally supported Aid to Families with Dependent Children (AFDC) program which provides cash assistance to families headed primarily by female single parents. A pressing issue is whether welfare programs should continue to be broad entitlements or whether they should become "reciprocal obligations" whereby work or participation in an activity leading to work is required. Of particular concern in AFDC policy are questions about whether this aid reduces incentives for people to work and, thus, promotes dependency. Findings from a three-year evaluation of workfare programs in Arkansas, San Diego (California), Virginia, West Virginia, and Baltimore (Maryland) include the following: (1) it is feasible, under certain conditions and on the scale at which the demonstration programs were implemented, to tie the receipt of welfare to participation obligations; (2) a number of different ways of structuring and targeting programs will yield effective results; (3) in cases in which states chose to operate mandatory workfare, the interim results do not support the strongest claims of critics or advocates; and (4) programs led to relatively modest increases in employment, which in some cases translated into even smaller welfare savings, but, the changes were large enough to justify program costs. A table illustrating the key characteristics of state work/welfare initiatives and a table summarizing the impact of AFDC work/welfare programs are included. A list of 49 references is appended. (FMW)

ED 306 319 UD 026 647

Creating Freedom and Accountability in School Leadership: The Report of the New York State Board of Regents Committee on the New York City Schools.

State Univ. of New York, Albany. Office of the Regents.
Pub Date—10 Oct 88
Note—71p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Accountability, Administrative Change, *Administrator Responsibility, Change Strategies, *Educational Administration, Elementary Secondary Education, *Principals, Program Descriptions, *State School District Relationship, Urban Areas, Urban Schools
Identifiers—*Deregulation, *New York (New York), New York City Board of Education, New York State Education Department

Conditional deregulation of the New York City (New York) public schools would balance the freedom that school principals need with the accountability that the public has a right to expect. Accountability for student achievement is the missing component in the operation of New York City schools. However, the web of New York State regulations, mandates, contracts, and categorical programs intended to guarantee certain educational outcomes and minimize abuse has deprived principals of the ability to influence their schools. Administrators cannot be held accountable for what they do not control. The first step in conditional deregulation involves the State setting unique performance targets for each of the City's 1,000 schools. Schools that had not met their targets after a review process would either have their principal replaced, or be de-certified and reorganized. Features of conditional deregulation would be the following: (1) negotiated performance targets; (2) flexible compliance; (3) lump sum budgets; (4) teacher contract waivers; and (5) additional personnel. Teacher participation would be required in all phases of the process. Statistical data are included on two graphs. A flow chart illustrating the conditional deregulation process is also included. The appendices comprise the following: (1) a list of selected performance targets with an explanation of how state responsibility and local control would be reconciled; (2) an outline of the process of implementing conditional deregulation; and (3) a list of groups consulted. (FMW)

ED 306 320 UD 026 652

Mickelson, Douglas J. And Others

Urban School-University Collaboration. A Final Report to the Ford Foundation, February 1988.

Wisconsin Univ., Milwaukee.
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date—Feb 88
Note—129p.
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—College Presidents, *College School Cooperation, *Cooperative Programs, Curriculum Development, Elementary Secondary Education, Higher Education, Objectives, Professional Development, *Program Design, *Program Development, Questionnaires, School Districts, Superintendents, *Urban Schools
Identifiers—*Collaboratives

This national study of school-university collaborations indicates that there is no single formula for collaboration, although specific common obstacles are likely to appear and specific common factors are likely to contribute to successful programs. Data were drawn from questionnaire responses from 68 school superintendents and 128 university presidents, and site visits to nine cities. Summary findings include the following: (1) most programs are targeted at professional development of school personnel, with the ultimate goal of improving the school curriculum; (2) structure is tailored to the needs of the cooperating institutions; (3) every urban center has the potential for collaboration; (4) communication between chief executive officers is essential to success; (5) lack of resources is the key obstacle to success; and (6) impetus for collaboration usually comes from within institutions rather than from policy-making bodies. Statistical data are included on six figures and ten tables. The appendices comprise the following: (1) a list of the 103 school districts that received questionnaires; (2) a list of the 223 higher education institutions that received questionnaires; (3) the interview protocol; (4) the school district superintendent questionnaire; (5) the university president/chancellor questionnaire; (6) an illustrative list of 37 university/school collaborations; (7) a ten-item list of perceived barriers to collaboration; and (8) a table of objectives/-non-objectives arranged by objective type and respondent type. A 59-item bibliography is also appended. (FMW)

ED 306 321 UD 026 702

Hill, Paul T. And Others

Educational Progress: Cities Mobilize To Improve Their Schools.

Rand Corp., Santa Monica, Calif.
Report No.—ISBN-0-8330-0944-3; Rand-R-3711-JSM/CSTP
Pub Date—Jan 89
Note—55p.; A product of the Center for the Study of the Teaching Profession. Supported by the James S. McDonnell Foundation.
Available from—The Rand Corporation, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90406-2138.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Administrator Role, Board of Education Role, Business Responsibility, *Change Strategies, Community Role, *Cooperative Programs,

Educational Change, *Educational Improvement, Elementary Secondary Education, Government Role, News Media, Program Descriptions, *School Business Relationship, *School Community Relationship, Superintendents, Teacher Role, Unions, Urban Areas, *Urban Schools
Identifiers—California (San Diego), Florida (Miami), Georgia (Atlanta), Ohio (Cincinnati), Pennsylvania (Pittsburgh), Tennessee (Memphis)
This report identifies the strategies that multiproblem urban school districts have used to make major improvements in recent years. A panel of experts familiar with urban school systems nominated over 30 candidate urban districts for study. The following districts were chosen for analysis: (1) Atlanta (Georgia); (2) Cincinnati (Ohio); (3) Memphis (Tennessee); (4) Miami (Florida); (5) Pittsburgh (Pennsylvania); and (6) San Diego (California). Data were drawn from intensive interviews conducted with local school and community leaders in the 1987-88 school year. The major findings include the need for a cooperative effort on the part of the school superintendent, the business community, the teachers' union, and the school board to perform the following tasks: (1) reach out and involve the larger community in educational issues; (2) make information about school needs, resources, and performance widely available; (3) forge communitywide agreement about improvement goals; and (4) subordinate the traditional roles of boards, administrators, and teachers to the larger imperative of systemwide improvement. The roles of the following participants in reform are discussed in detail: (1) school superintendent; (2) school board; (3) business and community leaders; (4) teachers and unions; (5) the media; (6) State and Federal governments; and (7) national foundations. A list of 18 references is appended. (FMW)

ED 306 322 UD 026 705
A Report on the Investigation of the Civil Rights Enforcement Activities of the Office for Civil Rights. U.S. Department of Education. By the Majority Staff of the Committee on Education and Labor. U.S. House of Representatives, 100th Congress, Second Session.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
Pub Date—Dec 88
Note—287p.; Small type may not reproduce well. Serial No. 100-FF.
Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Reports - Evaluative (142) — Legal/-Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors—Age Discrimination, *Agency Role, *Civil Rights Legislation, *Educational Discrimination, Elementary Secondary Education, *Equal Education, Ethnic Discrimination, Federal Government, Federal Legislation, Handicap Discrimination, Higher Education, *Law Enforcement, *Minority Groups, Program Evaluation, Public Agencies, Sex Discrimination
Identifiers—Congress 100th, Grove City College v Bell, *Office for Civil Rights, Reagan Administration
Since 1981, the Office for Civil Rights (OCR) of the United States Department of Education has been accused of failing to enforce the civil rights laws according to its mandate. OCR is responsible for enforcing Federal laws prohibiting discrimination on the basis of race, sex, national origin, handicap, or age in educational programs or activities funded by the Federal government by conducting complaint investigations and compliance reviews. The staff of the Committee on Education and Labor visited six of the ten OCR regional offices in 1988 in order to investigate the agency's policies and practices, including the impact of the Grove City College v. Bell and the Adams v. Bennett decisions. Conclusions include the following: (1) the OCR has been stymied by the Reagan Administration, which actively opposed the civil rights laws and took efforts to minimize the agency's potential impact; (2) some enforcement occurred, in spite of OCR leadership, by a regional staff; (3) the Adams lawsuit points up the fact that OCR's failures extend backwards to its inception; and (4) the commitment of the Bush Administration to civil rights enforcement will determine whether OCR accepts its responsibilities. The appendices include the following: (1) statistical data on 27 tables and 35 graphs; (2) an organizational chart of the OCR; (3) the mission and function statement of the OCR; (4) copies of important communications cited in the text; (5) the original complaint filed in the case of Adams v. Bennett (1970); and (6) the Adams orders of March 11 and 24, 1983. (FMW)

ED 306 323 UD 026 722
Shapiro, Isaac Greenstein, Robert
Making Work Pay: A New Agenda for Poverty Policies.
Center on Budget and Policy Priorities, Washington, DC.
Pub Date—21 Mar 89
Note—27p.
Available from—Center on Budget and Policy Priorities, 236 Massachusetts Avenue, NE, Suite 305, Washington, DC 20002.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Employment, *Family Income, Family Programs, *Federal Legislation, Laws, *Low Income, Low Income Groups, *Minimum Wage, Minimum Wage Legislation, Poverty, Public Policy, Rural Family, *Tax Credits
Identifiers—Policy Analysis, Policy Research
Restoring the value of the minimum wage and expanding the Earned Income Tax Credit (EITC) by family size could significantly reduce family poverty and "make work pay." Recent poverty policies have largely ignored those who work but still remain poor. The majority of these working poor are in their prime working years (aged 22 to 64), most are white, and a disproportionately large number live in rural areas. Most of the children living in poverty are members of working poor families. The largest single factor that has contributed to the increase in the number of the working poor since the late 1970s has been the drop in the value of the minimum wage. Restoring the minimum wage and expanding the EITC are complementary policies necessary to guarantee that parents working full-time and their children will not have to live in poverty. One reform may not substitute for the other. Restoring the minimum wage to its traditional level can bring full-time earnings back to the poverty line for a family of three. Reforms in the EITC can bring most families of more than three people up to, or close to, the poverty line if the family has one full-time worker. Proposed reform legislation is analyzed and compared. Statistical data are included on two graphs. Discussions of the value of the minimum wage, and the relationship between the minimum wage and employment opportunities are included in the appendices. A separate executive summary is also included. (FMW)

ED 306 324 UD 026 723
Analysis of FY 1990 Budget Proposals and Their Impact on Low Income Programs.
Center on Budget and Policy Priorities, Washington, DC.
Pub Date—[89]
Note—20p.
Available from—Center on Budget and Policy Priorities, 236 Massachusetts Avenue, NE, Suite 305, Washington, DC 20002.
Pub Type— Reports - Evaluative (142) — Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Budgeting, Budgets, Child Welfare, Drug Abuse, Emergency Programs, Family Programs, Federal Government, Federal Programs, Health Programs, Housing, Legal Aid, *Low Income Groups, Nonschool Educational Programs, *Poverty Programs, Program Evaluation, *Retrenchment, *Welfare Services
Identifiers—*Federal Budget, *Reagan Administration
Despite claims that benefits for the needy have not been reduced, the Reagan Administration's final budget for fiscal year 1990 is marked by substantial reductions in programs for the poor. Actual spending for low-income programs would be sliced $6.75 billion below current levels. Medicaid, which provides health care coverage for poor families with children and poor elderly and disabled people, would bear the largest reduction of any program, with a cut of $1.66 billion. The reductions would also be substantial in non-entitlement programs for the poor, a group that has already borne some of the deepest reductions of the past eight years. The new proposals would bring the total reduction in appropriations for low-income non-entitlement programs to 61 percent from fiscal year 1981. The following programs would experience significant reductions: (1) Medicaid; (2) heating and cooling assistance; (3) low-income housing; (4) Aid to Families with Dependent Children (AFDC) and child support enforcement; (5) food assistance; and (6) legal services and community action. The following programs would have their funding terminated, reduced or frozen: (1) refugee assistance; (2) funding for construction of health facilities on Indian reservations; (3) project Head Start; and (4) foster care and child welfare. Although not limited to low-income households, reductions in the following programs have significant impact on them: (1) mass transit; (2) drug abuse; and (3) Acquired Immune Deficiency Syndrome (AIDS). Statistical data are included on three tables. (FMW)

ED 306 325 UD 026 728
Claus, Richard N. Quimper, Barry E.
Compensatory Education Process Evaluation: Elementary and Secondary Academic Achievement (A2) 1988-1989.
Saginaw Public Schools, Mich. Dept. of Evaluation Services.
Pub Date—Mar 89
Note—38p.; For earlier report, see ED 298 222.
Pub Type— Reports - Evaluative (142) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, *Compensatory Education, *Educationally Disadvantaged, Elementary Secondary Education, Federal Programs, Formative Evaluation, Questionnaires, *Remedial Mathematics, *Remedial Programs, *Remedial Reading, Student Improvement, Urban Areas, Urban Education
Identifiers—Education Consolidation Improvement Act Chapter 2, *Michigan (Saginaw)
This report presents the results of a process evaluation of the Saginaw (Michigan) 1988-89 elementary and secondary Academic Achievement (A2) compensatory education programs in reading and mathematics. Funding is provided by the Education Consolidation and Improvement Act (ECIA) Chapter 2, and by the State. Goals are the following: (1) provide intensive academic instruction for the educationally disadvantaged; (2) involve parents; (3) provide incentives for academic achievement; (4) operate staff inservice programs; (5) measure academic growth; and (6) prepare students for the general classroom. Data were analyzed from the following sources: (1) a survey of all teachers; (2) interviews with each school principal or assistant principal; and (3) observation of each teacher during an entire session. Program strengths included the following: (1) small group instruction on the elementary level; (2) individual attention; (3) use of new instructional techniques; and (4) direct instruction. Program weaknesses include the following: (1) program changes disrupted the elementary staff, and secondary A2 lacked prepared materials; (2) focus restricted to the bottom quartile of students; (3) lack of formal communication between compensatory education and regular teachers; (4) low certification standards for elementary compensatory education teachers; and (5) lack of parent participation. Recommendations for improvement are included. Statistical data are included on one table. The appendices include copies of the evaluation instruments and tabulations of responses. (FMW)

ED 306 326 UD 026 729
Ascher, Carol
The Mentoring of Disadvantaged Youth. ERIC/-CUE Digest No. 47.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 88
Contract—OERI-RI88062013
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adolescents, Counseling, *Disadvantaged Youth, *Mentors, Program Development, Program Effectiveness, Psychological Needs, Role Models, Socialization, Trust (Psychology), *Youth Programs
Identifiers—*Adult Child Relationship, ERIC Digests
Planned mentoring programs, which purposefully link disadvantaged youth with someone older and more experienced, have become a popular means of providing adolescents with adult contacts, counselors, and role models. Mentoring programs vary

widely in their objectives, and in the duration, frequency, and intensity of the planned relationship. The quality of mentoring relationships differs enormously. Mentors help compensate for inadequate or dysfunctional socialization or give psychological support for new attitudes and behaviors, while they at the same time create opportunities to move successfully in new arenas of education, work, and social life. Mentoring includes both psychosocial and instrumental aspects. Successful mentoring generally occurs when the older individual is not removed from the mentee by a great social distance; but matching mentors and mentees of the same social class and gender is not the only way to close social distance. Sensitive support, timely contacts, and other appropriate resources are the key factors. Trust is a critical aspect of the mentor-mentee relationship. It is likely that the bonds between natural mentors and mentees are stronger. Planned mentoring is a modest intervention: its power to substitute for missing adults in the lives of youth is limited. Nor can it serve all who need it. Still, it can improve the social chances of some adolescents by leading them to new resources and providing them with much-needed support. (BJV)

ED 306 327 UD 026 730
Webb, Michael Bunten, Paul
Promotion Policies in the Urban High School. ERIC/CUE Digest No. 48.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Oct 88
Contract—OERI-RI88062013
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Board of Education Policy, *Competency Based Education, *Educational Policy, Equal Education, Grade Repetition, *Graduation Requirements, *High Schools, Policy Formation, *Student Promotion, Track System (Education), Urban Education, *Urban Schools
Identifiers—ERIC Digests, Social Promotion
A school's promotion policy is an integral component of its overall educational policy. In conjunction with achievement goals, it defines the levels of performance that permit students to move through grade levels and to graduate. This digest reviews the various promotion policies and practices in current use by secondary schools, particularly those in urban areas. The following strategies are commonly used by high schools to move students toward graduation: (1) social promotion; (2) tracking; and (3) merit promotion. More than 40 states–and most urban school districts–have implemented minimum competency criteria for high school education. But competency-based promotion, which relies upon a committed and aggressive administration, may have created a new class of dropouts in school districts where it has been adopted. Grade retention and compulsory summer school appear to be the most common alternatives to promotion. However, grade retention is expensive and may be racially and socioeconomically biased. Many urban school districts require the completion of a minimum number of credits, including certain prescribed courses and sometimes electives, as a condition for the award of a high school diploma. Districts vary in their policies regarding special needs students who are not able to meet the minimum requirements for graduation, including students in special or vocational education. Six issues to be considered while assessing and developing promotional policies are identified. A six-item list of references is included. (BJV)

ED 306 328 UD 026 731
Schwartz, Wendy
More Recent Literature on Urban and Minority Education. ERIC/CUE Digest No. 49.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 88
Contract—OERI-RI88062013
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Book/Product Reviews (072)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Acculturation, Adjustment (to Environment), *Blacks, Black Youth, Book Reviews, Civil Liberties, Elementary Secondary Education, Ethics, Ethnic Bias, *Immigrants, Interpersonal Communication, *Males, Minority Groups, *Racial Bias, Racial Discrimination, *School Business Relationship, Social Cognition, *Urban Education, Urban Population, Urban Problems, Youth Problems
This document reviews the following books on urban and minority education: (1) "Communicating Racism: Ethnic Prejudice in Thought and Talk" (Teun A. van Dijk), which discusses the ways that prejudice and negative stereotypes are conveyed in discourse and then socially reproduced in everyday thought, talk, and action; (2) "American Business and the Public School: Case Studies of Corporate Involvement in Public Education" (Marsha Levine and Roberta Trachtman, Eds.), which presents case studies that provide a good cross-section of local environments, school agendas, and business efforts that can define and help determine the success of the school-business relationship; (3) "Human Rights and Education" (Norma Bernstein Tarrow, Ed.), which contains 13 essays that address both the universal right to be educated, and education abut human rights; (4) "Young, Black, and Male in America: An Endangered Species" (Jewell Taylor Gibbs, Ed.), which contains essays discussing the social and economic plights that beset young, black, mostly urban males; and (5) "Urban Ethnicity in the United States: New Immigrants and Old Minorities" (Lionel Maldonaldo and Joan Moore, Eds.), which contains essays that describe the new immigrant population, indicate how the population has been integrated into existing American society, and assess the impact of new immigrants on institutions and on the areas where they locate. (BJV)

ED 306 329 UD 026 732
Ascher, Carol
Southeast Asian Adolescents: Identity and Adjustment. ERIC/CUE Digest No. 51.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—89
Contract—OERI-RI88062013
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Acculturation, *Adjustment (to Environment), *Adolescents, Asian Americans, Bilingual Teachers, Ethnic Bias, *Ethnicity, Limited English Speaking, Parent Participation, Peer Influence, Psychological Needs, *Refugees, *Stress Variables, Youth Problems
Identifiers—*Immigration Impact, *Southeast Asians, United States
This digest reviews the issues of identity and adjustment faced by adolescent Southeast Asian refugees in the United States. Most teenagers from all the Southeast Asian ethnic groups have adopted the dress, hairstyles, and manners of American teenagers, yet their ethnic identity remains strong and specific. This is particularly true for refugees who arrived in the United States as adolescents; they rarely make friends with American students, and have few cross-ethnic friendships with other Southeast Asians. Refugee teenagers are operating out of the following often conflicting identity systems: (1) Southeast Asian; (2) American; (3) refugee; and (4) adolescent. Refugees who migrated after the age of 11 have suffered particular stress. Despite their reputation for having positive attitudes toward education, not all Southeast Asians are excelling academically, because of both school-induced problems and discipline problems. The significant influx of Asian immigrants and refugees over the past decade has led to anti-Asian sentiments, and even acts of violence. Peer pressure on immigrant students is even greater than on the American-born, but school counselors and teachers can help. Parent involvement is also helpful, but it requires bilingual personnel. Refugee adolescents often manifest problems in typically American ways, but the underlying causes of their problems are rooted in their pre-immigration, migration, and post-migration experiences. The stress of their adjustment continues to be great long after their survival needs are met. A 10-item list of references is included. (BJV)

ED 306 330 UD 026 738
Grannis, Joseph And Others
Evaluation of the New York City Dropout Prevention Initiative. Final Report on the Middle Schools for Year Two, 1986-87.
Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.
Pub Date—22 Mar 88
Note—185p.; For related documents, see UD 026 739 and ED 301 610.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Community Organizations, Dropout Prevention, *Dropout Programs, *High Risk Students, Intermediate Grades, Junior High Schools, *Middle Schools, Outcomes of Education, Program Evaluation, Program Implementation, School Community Programs, Services, Student Characteristics, Urban Areas, *Urban Schools
Identifiers—Community Based Organizations, *New York (New York), *Project CONNECT
This evaluation of the second-year (1986-87) implementation of the middle school Dropout Prevention Program (DPP) of the New York City (New York) Dropout Prevention Initiative (DPI) focuses on student characteristics, program services, and outcomes. The 29 DPP middle schools were divided into two models. Fifteen of the schools comprise Project Connect, with services provided by the New York City Board of Education (BOE); the other 14 were served primarily by community-based organizations (the CBO model). Data were analyzed from the following sources: (1) the Board of Education's student data base; (2) one-time check-off lists of services provided; (3) a monthly summary of service reports; and (4) a survey of 1,718 targeted students. Summary findings included the following: (1) implementation had reached a routine stage of activity for most DPP components in most schools by June 1987; (2) there were very large differences among schools in the targeted students' levels of risk; (3) the frequencies of services were comparable between the CBO model schools and the Project Connect model schools, with the exception that the CBO schools emphasized individual and group counseling more than the Project Connect schools; (4) overall, the program failed to improve students' chances of completing high school; (5) those schools that showed significant gains were characterized by initiative and creative use of resources. Recommendations for the third year of the program are included. Statistical data are included on 32 tables and 26 graphs. (FMW)

ED 306 331 UD 026 739
Grannis, Joseph And Others
Evaluation of the New York City Dropout Prevention Initiative. Final Report on the High Schools for Year Two, 1986-87.
Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.
Pub Date—4 Nov 88
Note—162p.; For related documents, see UD 026 738 and ED 301 610.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Community Organizations, Cost Effectiveness, Demonstration Programs, *Dropout Prevention, Dropout Programs, High Risk Students, *High Schools, Models, *Outcomes of Education, Program Evaluation, Program Implementation, School Community Programs, Secondary Education, Services, Student Characteristics, Urban Areas, *Urban Schools
Identifiers—*Case Management, Community Based Organizations, Dropout Prevention Program, *New York (New York), Service Delivery Assessment
This evaluation of the second-year (1986-87) implementation of the New York City (New York) Dropout Prevention Initiative (DPI) in 13 high schools focuses on student characteristics and outcomes, with a discussion of a set of statistical data on program services, findings on school-level indicators of program effectiveness, and an analysis of program costs. The DPI has been organized to test the effectiveness of the following models of service delivery: (1) pure systemic, in which services are directed toward changing the entire school environment; (2) modified systemic, in which some case management services for at-risk students are provided by community-based organizations (CBOs); (3) modified CBO, in which case management services provided by CBOs are augmented with some funding for systemic services; and (4) pure CBO, in which the program consists entirely of case management services provided by CBOs. Data were analyzed from the following sources: (1) site visits; (2)

interviews with school personnel; (3) logs of services delivered to students; (4) a student attitude survey; (5) the New York City Board of Education's student data base; and (6) monitoring reports on CBOs. Overall, the DPI was not successful in improving student attendance or academic achievement enough to ensure that students would be able to earn a high school diploma within a reasonable length of time, although targeted students were less likely to drop out than eligible-but-not-targeted students. Recommendations for improvement are included. Statistical data are included on 36 tables and 15 graphs. (FMW)

ED 306 332 UD 026 741
Nunez-Wormack, Elsa
The National Agenda for Higher Education into the 21st Century.
Pub Date—10 Jan 89
Note—23p.; Keynote address presented at the Statewide Conference on Retention of Minority Students, Ohio State University (Columbus, OH, January 10, 1989).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Persistence, Adolescents, *Black Students, *College Role, College School Cooperation, College Students, Dropout Prevention, Educationally Disadvantaged, Ethnic Groups, Futures (of Society), *Higher Education, High Risk Students, High Schools, High School Students, *Hispanic Americans, *Minority Groups, School Holding Power, Urban Education, Young Adults

America's economic future depends on the ability of educators to improve minority student retention and preparation. Demographic trends indicate that the economy will be dependent on the contributions of minority workers, who will comprise 60 percent of the labor force. Yet, school statistics indicate that 70 percent of Hispanic students and 28 percent of Black students drop out of high school, and that those who do graduate are not prepared for higher education. Solutions include the following: (1) improve high school student retention by increasing the quantity and quality of time that students must spend in an enriched, supervised environment supplemented by college student interns; (2) improve the preparation of high school graduates by creating school-college collaboratives specifically designed to increase minority student achievement on standardized tests and to encourage them to elect and persist in academic programs; (3) increase the number of minority students in the top ten percent of their high school class by developing special academic and financial incentives; (4) improve retention of minority college students by hiring minority faculty, monitoring the attitudes of white faculty, and developing a system of financial rewards and punishments for colleges based on their minority graduation rates; and (5) encourage social tolerance of cultural diversity by developing a comprehensive long-range strategic plan on each college campus to ensure a diverse and tolerant environment. A list of 17 references is appended. (FMW)

ED 306 333 UD 026 746
Wikelund, Karen Reed Conklin, Nancy Faires
Takin' It to the Streets. Basic Skills Training for Street Youth. A Manual for Volunteer Tutors.
Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency—Fred Meyer Charitable Trust, Portland, OR.
Pub Date—Mar 89
Note—238p.; For companion document, see UD 026 747.
Available from—Northwest Regional Educational Laboratory, 101 S.W. Main Street, Suite 500, Portland, OR 97204.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Adolescents, *Basic Skills, Curriculum Development, Dropouts, Elementary Secondary Education, Functional Literacy, Homeless People, Individualized Education Programs, *Literacy, Nontraditional Education, *Out of School Youth, Teaching Methods, *Tutors, Urban Areas, Urban Education, Urban Youth, *Volunteers, Young Adults
Identifiers—Oregon (Portland)

This training manual is designed for use by volunteers, tutors, teachers, and education and training program coordinators who wish to adapt basic literacy instructional skills to street youth. It is not intended to be a stand-alone training program for new volunteer tutors. Major goals are the following: (1) to re-engage street youth in the process of learning and improving their basic skills; (2) to better prepare them to participate in other forms of educational and employment training of their choosing; and (3) to empower them to live more rewarding, personally fulfilling lives. Objectives are to increase the skills of volunteers who work interactively and appropriately with street youth to gain their confidence and cooperation; and to improve volunteers' preparation for providing basic skills training specifically designed for these youth. The approach to basic skills training described here is based on a series of premises derived from research on functional literacy and from the experience and insights of youth social service professionals. The manual is comprised of a series of six modules, each of which focuses on a separate topic; they are intended to be used in the order presented. Topics are the following: (1) Working with Street Youth; (2) Literacy Skills of School Non-Completers and Literacy Practices of Street Youth; (3) Basic Skills Training: Approaches for Street Youth; (4) Determining an Agency Site for Your Work; (5) Putting It into Practice: Basic Skills Training Techniques; and (6) Support Services for Volunteers. (FMW)

ED 306 334 UD 026 747
Wikelund, Karen Reed
Takin' It to the Streets: Basic Skills Training for Street Youth. A Manual for Social Service Case Managers.
Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency—Fred Meyer Charitable Trust, Portland, OR.
Pub Date—Mar 89
Note—37p.; For companion document, see UD 026 746.
Available from—Northwest Regional Educational Laboratory, 101 S.W. Main Street, Suite 500, Portland, OR 97204.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adolescents, *Agency Role, *Basic Skills, *Caseworkers, Cooperative Programs, Dropouts, Elementary Secondary Education, Homeless People, Individualized Education Programs, *Literacy, Nontraditional Education, *Out of School Youth, Urban Areas, Urban Education, Urban Youth, *Volunteers, Young Adults, Youth Agencies
Identifiers—Oregon (Portland)

This manual explains the role and responsibilities of case managers employed by social service agencies participating in the Takin' It to the Streets program in Portland (Oregon). It is a companion volume to "Basic Skills Training for Street Youth: A Manual for Volunteer Tutors." Takin' It to the Streets is a volunteer project designed to help street youth develop or strengthen their basic skills so they can lead more rewarding, personally fulfilling lives. The target group is street youth who do not qualify for existing educational or employment training programs, or who lack the interest or self-confidence to participate in them. The program provides individualized or small group tutoring, drop-in help or topical workshops tailored to the youth's specific interests and needs. Volunteer characteristics, training, and role are illustrated by copies of the Volunteer Tutor Job Description, the Volunteer Tutor Application, the Volunteer Agreement, and a list of the focus questions for each training module. The case manager's responsibilities, what case managers can expect from volunteers, and what case managers can expect from the Project Coordinator are discussed in detail. Checklists outlining the case manager's role in volunteer training and the matching of client characteristics to the program offerings are appended. (FMW)

ED 306 335 UD 026 748
Rossman, Gretchen B. And Others
Change and Effectiveness in Schools: A Cultural Perspective. SUNY Series: Frontiers in Education.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-88706-726-3
Pub Date—88
Note—173p.; This publication is based on work performed by Research for Better Schools, Inc.
Available from—State University of New York Press, State University Plaza, Albany, NY 12246 ($10.95 paperback–ISBN-0-88706-726-3; $34.50 hardcover–ISBN-0-88706-725-5).
Pub Type— Books (010) — Reports - Research (143) — Information Analyses (070)
Document Not Available from EDRS.
Descriptors—Case Studies, Educational Anthropology, *Educational Change, *Educational Environment, Educational Improvement, *High Schools, *School Effectiveness, Secondary School Teachers, Social Values, Suburban Schools, *Teacher Attitudes, Urban Schools
Identifiers—*Resistance to Change, *School Culture

This book examines educators' norms, beliefs, and values in case studies of three "improving" high schools. The distinction between "sacred" and "profane" norms in the teaching profession is applied to the relationships among school culture, improvement efforts, and the effectiveness of change strategies. Schools' cultures, which vary in uniformity and alterability and which derive from a complex of national and local influences, react differently to the challenge of behavioral and cultural change. An introductory chapter explores factors involved in teacher response to improvement and effectiveness initiatives. Chapters 2 through 4 detail conditions and responses in the following three schools, respectively: (1) Monroe High School, located in a small city with a declining industrial base; (2) Westtown High School, serving a white-collar suburban community; and (3) Somerville High School, situated in a working-class neighborhood within a major city. Chapter 5 presents and expands on propositions relating school culture and change. Chapter 6 returns to definitions of effectiveness and urges change that respects the complexity and diversity of American high schools. A final chapter describes the study's procedures in the following categories: (1) research methods; (2) research approach; (3) site selection; (4) data collection plan; and (5) data analysis. A list of 98 references is appended. (AF)

ED 306 336 UD 026 749
Wilkinson, Louise Cherry, Ed. Marrett, Cora B., Ed.
Gender Influences in Classroom Interaction.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—ISBN-0-12-752075-9
Pub Date—85
Grant—NIE-G-81-0009
Note—280p.
Available from—Academic Press, Orlando, FL 32887 ($24.95).
Pub Type— Collected Works - General (020) — Reports - Research (143) — Books (010)
Document Not Available from EDRS.
Descriptors—*Class Activities, Cognitive Development, Elementary School Students, Elementary Secondary Education, Environment, Females, High School Students, *Interaction, Interaction Process Analysis, Intergroup Relations, Interpersonal Relationship, Males, *Peer Relationship, *Sex Differences, Student Characteristics, *Student Participation, Teacher Characteristics, *Teacher Student Relationship

The 11 chapters comprising this work focus on the interactional influences that may be related to differential classroom experiences for males and females. The effects of contextual factors, teacher characteristics, and student characteristics are investigated. Addressed primarily to researchers, this information should prove useful to teachers, educational policymakers, and others who want to insure that every child is offered educational opportunities regardless of gender. Chapters are the following: (1) "Overview" (J. Lindow, C. B. Marrett, and L. C. Wilkinson) which introduces the topics of gender and teacher-student interaction, gender and peer interaction, and research on gender in the classrooms; (2) "Autonomous Learning Behavior: A Possible Explanation of Gender-Related Differences in Mathematics" (E. Fennema and P. Peterson); (3) "Listening to Adolescents: Gender Differences in Science Classroom Interaction" (L. W. Morse and H. M. Handley); (4) "Race-Gender Status, Classroom Interaction, and Children's Socialization in Elementary School" (L. Grant); (5) "Classroom Experiences and Student Gender: Are There Differences and Do They Matter?" (J. S. Eccles and P. Blumenfeld); (6) "Interactions of Male and Female Students with Male and Female Teachers" (J. Brophy); (7) "Gender Differences in Preschool Classrooms: The Effects of Sex-Typed Activity Choices" (A. C. Huston and C. J. Carpenter); (8) "Some Determinants and Consequences of Sex Segregation in

the Classroom" (M. E. Lockheed); (9) "Sex Differences and Sex Segregation in Students' Small-Group Communication" (L. C. Wilkinson, J. Lindow, and C. Chiang); (10) "Gender Differences in Small-Group Interaction and Achievement in High- and Low-Achieving Classes" (N. M. Webb and C. M. Kenderski); and (11) "Gender, Classroom Organization, and Grade Level as Factors in Pupil Perceptions of Peer Interaction" (G. Morine-Dershimer). Each chapter includes statistical material on tables and graphs, and a list of references. Author and subject indexes are appended. (FMW)

ED 306 337 UD 026 750

Second-Chance Opportunities for Hispanic Dropouts. ERIC/CUE Digest No. 50.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Dec 88

Contract—OERI-RI88062013

Note—4p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Programs, Disadvantaged Youth, *Dropouts, Economic Opportunities, Education Work Relationship, *Employment Opportunities, Family Financial Resources, *High Risk Persons, *Hispanic Americans, *Job Training, Limited English Speaking, Nontraditional Education, Social Services, Urban Problems, Work Experience Programs, Youth Employment

Identifiers—Job Training Partnership Act 1982

Hispanic-American dropouts are a population seriously at risk socially and economically in the United States. A recent study by the Hispanic Policy Development Project (HPDP), "Too Late to Patch: Reconsidering Second-Chance Opportunities for Hispanic and Other Dropouts," suggests a number of programs that can benefit the 1.8 million Hispanic youths between the ages of 18 and 24 who have left school without adequate preparation for entry into the workforce. This digest summarizes that study. The HPDP study finds that Hispanic dropout populations are concentrated in inner cities, where unskilled labor opportunities are declining, and that language problems and preparedness to accept underemployment further complicate the problem. Many second-chance job training programs, such as the Job Partnership Training Act of 1983, are underfunded and over-restrictive; enriched, long-term employment programs, on the other hand, have been found to succeed. "Too Late to Patch" recommends the following strategies to address the special training needs of Hispanic dropouts: (1) programs for adults with families; (2) youth programs for recent dropouts; (3) work study programs; (4) immigrant programs; and (5) programs for parents. Changes in the kinds of jobs available to Hispanic American youth can be effected through the following initiatives: (1) government programs; (2) job ladder programs; (3) public works programs; (4) entrepreneurship programs; and (5) job improvement. (AF)

ED 306 338 UD 026 753

Ascher, Carol Flaxman, Erwin

The Delivery and Organization of Compensatory Education. Trends and Issues No. 9.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Dec 88

Contract—OERI-RI88062013

Note—18p.

Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027.

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Compensatory Education, *Delivery Systems, *Educationally Disadvantaged, Elementary Education, *Elementary School Students, Federal Programs, Literature Reviews, Outcomes of Education, Program Design, Program Evaluation, Remedial Instruction

Identifiers—*Education Consolidation Improvement Act Chapter 1, *Elementary Secondary Education Act Title I

Recent evaluations of Federal compensatory education programs funded by the Elementary and Secondary Education Act of 1965, Title I, and maintained by the Education Consolidation and Improvement Act of 1981, Chapter 1, point to qualified effectiveness in the targeting of services, program structures, and classroom arrangements for increasing the academic achievement of educationally disadvantaged students. The poverty status of the school should be considered as the first criterion for targeting services and then students' achievement, although most districts further target resources to elementary school students. The smaller class size used in compensatory education classrooms has been strongly linked to increased achievement, but the effectiveness of the extended periods of compensatory instructional time are less certain. The homogeneous grouping employed in instructional groups is considered detrimental to low-ability students; cooperative learning techniques can be more effective. Evaluations of both Title I and Chapter 1 services demonstrate that the academic achievement of participants in Title I and Chapter 1 programs improved, but the gap between compensatory education students and regular students widened with grade level. Suggested policy changes in Chapter 1 include the following: (1) concentrate and sustain funding in fewer schools in the poorest neighborhoods; (2) permit school-based allocation of funding; and (3) incorporate services more fully into the overall instructional program and keep students in smaller regular classrooms. A list of 17 references is appended. (FMW)

ED 306 339 UD 026 754

Ascher, Carol

Urban School-Community Alliances. Trends and Issues No. 10.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Dec 88

Contract—OERI-RI88062013

Note—30p.

Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027.

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Agency Cooperation, College School Cooperation, *Community Cooperation, *Cooperative Planning, Cooperative Programs, *Educational Cooperation, Elementary Secondary Education, Higher Education, Institutional Cooperation, Literature Reviews, Parent School Relationship, Program Descriptions, *School Business Relationship, *School Community Relationship

Identifiers—Academic Alliances, Boston Compact, *Collaboratives, High School Academies, National Alliance of Business, *Partnerships, Project EQuality

Collaborations between urban schools and businesses, community agencies, cultural institutions, and universities have become a popular way to improve public education. Motives for collaborating include the following: (1) schools with a largely disadvantaged population need powerful, vocal support groups; (2) businesses need a highly educated and skilled workforce; (3) health and social service agencies need to connect with clients; (4) arts and cultural institutions need to widen their audiences; and (5) universities and colleges need students with appropriate skills and knowledge demanded by post-secondary education. Collaboratives can be comprised of entire educational systems or single-schools. Individual organizations or coalitions can represent the community side of the collaboration. Many are student-focused. The Boston Compact and the Rochester Education Initiative are examples of multi-institutional collaboration with an entire district. Umbrella organizations have also developed to advocate, initiate, coordinate, direct, and evaluate collaboratives. Principles of successful collaboratives include the following: (1) commitment; (2) egalitarian decision-making; (3) clarity about roles; (4) clarity and flexibility about methods and goals; and (5) ability to bridge institutional cultures. Problems encountered in collaboration include accountability, funding, and equitable distribution of resources. A number of serious policy questions require further research. A list of 49 references is appended. (FMW)

ED 306 340 UD 026 755

Porter, Oscar F.

The Influence of Institutional Control on the Persistence of Minority Students: A Descriptive Analysis.

National Inst. of Independent Colleges and Universities, Washington, DC.

Spons Agency—Joyce Foundation, Chicago, IL.; Lilly Endowment, Inc., Indianapolis, Ind.

Pub Date—27 Mar 89

Note—87p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Academic Persistence, Asian Americans, Black Students, *College Students, Dropout Rate, Enrollment Rate, Graduation, Higher Education, Hispanic Americans, *Institutional Characteristics, Longitudinal Studies, *Minority Groups, Multivariate Analysis, Private Colleges, Public Colleges, *Racial Differences, Stopouts, *Student Characteristics, White Students

Identifiers—High School and Beyond (NCES)

This study relates the personal characteristics, high school experiences, and college experiences of students pursuing a baccalaureate degree to the type of institution they attended and their ethnicity. Multivariate analysis was performed on data drawn from the High School and Beyond database. Summary conclusions include the following: (1) minority students, with the exception of Asian Americans, are slightly more likely than Whites to enroll in a public institution; (2) overall completion rates are not very high for any minority group; (3) those students who began college right after high school were most likely to complete a degree; (4) students are most likely to drop out in the first semester of the first year; (5) Asian Americans, Whites, and to a lesser degree, African Americans were more likely to persist if they attended a private institution; (6) socioeconomic status did not seem to have a direct effect on the persistence of Hispanics, but did influence the other groups to varying degrees; (7) academic ability as measured on high school achievement tests had a strong effect on persistence, with the exception of African Americans; and (8) grants and family assistance were the most common forms of first-year financial aid for all ethnic groups, with the exception of African Americans who were more likely to have loans rather than family assistance. Statistical data are included on 19 tables. A 37-item bibliography is appended. (FMW)

ED 306 341 UD 026 756

Martin, Oneida L.

The Final Era of a 26-Year-Old Case: Effective Schools or Educational Equality?

Pub Date—Apr 88

Note—68p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April, 1988).

Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070) — Historical Materials (060)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Aspiration, Access to Education, Black Students, Demography, *Desegregation Litigation, *Educational Quality, *Equal Education, High Schools, *High School Students, Interviews, Literature Reviews, Racial Differences, *School Desegregation, Secondary Education, Statistical Analysis, Suburban Schools, Urban Schools, Urban to Suburban Migration, White Students

Identifiers—*Chattanooga Public Schools TN

For more than three decades, the courts have attempted to resolve the effects of desegregation on educational quality and educational access. This report reviews a recent court ruling on the 26-year-old desegregation case, Mapp versus Board of Education, in relation to emerging demographic patterns in the Chattanooga (Tennessee) Public Schools that seem to counteract the effectiveness of earlier desegregation plans. Information was drawn from interviews with the plaintiff and the attorney for the defendant, and from a comparative study of the socioeconomic backgrounds, educational aspirations, and educational experiences of 111 students in two predominately white suburban high schools with 137 students in two predominately black urban high schools in Chattanooga. The major conclusion is that urban, black students with low socioeconomic backgrounds had higher educational aspirations

than suburban, white students who had higher socioeconomic backgrounds. Statistical data are included on two tables. The appendices comprise the transcript of an interview with James Mapp, plaintiff in Mapp versus Board of Education, and a summary of an interview with Raymond B. Witt, Jr., the attorney who represented the Chattanooga Public School System in the case. A list of 111 references is appended. (FMW)

ED 306 342 UD 026 757
Tuck, Kathy D.
A Study of Students Who Left: D.C. Public School Dropouts.
Pub Date—89
Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association, (San Francisco, CA, March 27-31, 1989).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Attitudes, Adult Education, *Dropout Attitudes, *Dropout Characteristics, Dropout Prevention, Dropout Rate, Education Work Relationship, Employment Level, Family Characteristics, Grade Repetition, High Schools, *High School Students, Interviews, Nontraditional Education, *Racial Differences, *Reentry Students, Sex Differences, Student Alienation
Identifiers—*District of Columbia Public Schools
This study explores patterns of behaviors and attitudes, as well as the academic, demographic, social, and economic circumstances of students who have dropped out of the District of Columbia Public Schools (DCPS). It also examines other factors that influence dropout attitudes, aspirations, and needs after leaving school. Factors affecting re-enrollment are explored. Data were culled from in-depth interviews with 85 principals and counselors, and 219 dropouts who were either still out-of-school or re-enrolled in a DCPS alternative or adult education program. Study findings are presented on nine tables and figures. There is a need for dropout prevention services prior to the high school level. Five recommendations for improvement are offered. (BJV)

ED 306 343 UD 026 759
Richardson, Virginia And Others
School Children At-Risk.
Report No.—ISBN-1-85000-515-X
Pub Date—89
Note—283p.
Available from—The Falmer Press, Taylor & Francis Inc., 242 Cherry Street, Philadelphia, PA 19106-1906 ($44.00 hardcover-ISBN-1-85000-514-1; $20.00 paperback-ISBN-1-85000-515-X).
Pub Type— Reports - Research (143) — Information Analyses (070)
Document Not Available from EDRS.
Descriptors—Case Studies, Classroom Environment, Definitions, Educational Environment, Elementary Education, *Elementary School Students, Family School Relationship, *High Risk Students, *Labeling (of Persons), Learning Disabilities, Limited English Speaking, Models, Social Cognition, *Student Characteristics, *Teacher Attitudes
The study described in this book examined at close range the experiences of 12 elementary school students (enrolled in two schools) who were considered at-risk within the context of their specific classroom and school. The meaning of at-risk status to the teachers and other school personnel is determined, and the interaction between the context created around this meaning and the students who had been identified as at-risk is studied. The book is divided into eight chapters. Chapter 1 defines the meaning of "at-risk" and outlines the design of the study. Chapter 2 provides a brief description of the target students and how they were selected. Chapters 3 to 5 analyze the nested cases of schools and classrooms, and the relationship between home and school. Chapter 6 addresses the issues of the identification and treatment of learning-disabled students and the heightening of a "specialist" flavor in schools. Chapter 7 provides a summary of the theoretical understandings of the social construction of at-risk status as this construction operates within broader social constraints that create a set of enduring dilemmas for those involved in education. The chapter also responds to the question, "Who is an at-risk student?" Chapter 8 provides a summary, and proposes a set of principles to be considered in reforming elementary schools to meet the needs of at-risk students. Eight tables and figures illustrate some of the data. Appendices provide the interview guidelines, and present at-risk student case studies. An 11-page list of references and an index are included. (BJV)

ED 306 344 UD 026 761
Outlook: The Growing Latino Presence in the Tri-State Region.
Latino Commission of Tri-State, New York, NY.; Regional Plan Association, New York, NY.; United Way of Tri-State, New York, NY.
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date—88
Note—51p.; May not reproduce well due to small type, colored ink. Support of the project also provided by Mutual of America and United Way of New York City.
Language—English; Spanish
Pub Type— Reports - Descriptive (141) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Educational Attainment, Ethnic Distribution, *Family Characteristics, Family Income, *Hispanic Americans, Housing, *Human Services, Immigrants, Population Distribution, Population Growth, *Population Trends, Residential Patterns, Socioeconomic Status, *Spanish Speaking, *Urban Demography
Identifiers—Connecticut (Southwest), *Latinos, New Jersey (North), New York (New York Metropolitan Area)
This study uses 1980 Census information and post-Census trends to develop an information base for the Latino community in the tri-state region of Southern New York, Northern New Jersey, and Western Connecticut. This reference base provides a demographic and socioeconomic profile of the Latino community in the following categories: (1) the increasing Latino presence in the tri-state region; (2) growth and diversity of the Latino community; (3) dynamics and growth of the community, both in terms of immigration and natural increase; and (4) the national and regional Latino population growth outlook. The study reports its findings on conditions of Latino family life in the following key areas: (1) characteristics of household population; (2) age and gender by ethnicity; (3) household characteristics of Latino youths; (4) marital patterns; (5) household size and type; (6) subfamilies; (7) English speaking ability; (8) educational attainment; (9) labor force participation and occupations; (10) household income and poverty status; and (11) tenure and type of housing. On the basis of its findings, the report suggests the following human service needs of the Latino community: (1) economic advancement programs; (2) housing development programs; (3) child care services; (4) services for the elderly; and (5) increased educational opportunities, with emphasis on bilingual and bicultural services. The study includes 17 graphs, tables, and charts. (AF)

ED 306 345 UD 026 762
Outlook: The Growing Asian Presence in the Tri-State Region.
Chinese-American Planning Council, Inc., New York, NY.; Regional Plan Association, New York, NY.; United Way of Tri-State, New York, NY.
Spons Agency—Alfred P. Sloan Foundation, New York, N.Y.; Primerica Foundation, Greenwich, CT.
Pub Date—89
Note—40p.; May not reproduce well due to figures with small type, colored ink. Support for this project also provided by Exxon Foundation, New York Life Foundation and Sally Wong Leung.
Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Asian Americans, Educational Attainment, Ethnic Distribution, *Family Characteristics, Family Income, Housing, *Human Services, Immigrants, Individual Needs, Limited English Speaking, *Population Distribution, Population Growth, Residential Patterns, *Socioeconomic Status, *Urban Demography
Identifiers—Connecticut (Southwest), New Jersey (North), New York (New York Metropolitan Area)
Data from the 1980 Census, post-Census supplements, and other sources are used to establish a base of information on the Asian American community in the tri-state (New York/New Jersey/Connecticut) metropolitan area, in order to assess the social service needs of this population. The Asian American presence and the growth and diversity of the community are detailed. The study examines the dynamics of growth in the Asian community in the areas of immigration, citizenship, and ethnicity by birthplace. Key findings on Asian American family life in the region are presented in the following categories: (1) natural increase; (2) age and sex; (3) marital patterns; (4) children in the household; (5) household size and type; and (6) subfamilies. The report provides statistics on the community's educational characteristics, in terms of English language proficiency and educational attainment, and its economic profile, in terms of labor force participation, occupations, and income; findings on housing conditions are also presented. On the basis of these data, the study identifies the following human service needs of the tri-state Asian American community: (1) intensive English language instruction; (2) bilingual and remedial education; (3) business and employment opportunities and programs; (4) affordable housing; (5) child-care centers; (6) family service centers; and (7) health care. The report includes 28 graphs and charts. (AF)

ED 306 346 UD 026 763
Passow, A. Harry
Curriculum and Instruction in Chapter 1 Programs: A Look Back and A Look Ahead.
Columbia Univ., New York, N.Y. Teachers College.; ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—[89]
Contract—OERI-RI88062013
Note—52p.
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Classroom Environment, *Compensatory Education, *Curriculum Design, Curriculum Development, *Educationally Disadvantaged, Elementary Secondary Education, High Risk Students, Program Design, Relevance (Education), Remedial Instruction, *Teaching Methods
Identifiers—*Education Consolidation Improvement Act Chapter 1
This document reviews the history of compensatory education programs under the Education Consolidation and Improvement Act (Chapter 1), assesses the programs' current status, and speculates on their future paths. Part 1 is a historical review of compensatory education, identifying strategies, programs and services provided, ways it has been evaluated, and the target population it has served. Part 2 discusses the following instructional strategies used in compensatory education programs: (1) pull-out programs; (2) add-on programs; (3) in-class programs; and (4) replacement programs. Problems of instructional coherence are identified. The history of compensatory education has been essentially one of curriculum differentiation rather than pedagogical differentiation. Part 3 addresses issues pertaining to the curriculum, including the coordination of regular and compensatory education classes, and curricula to improve cognitive development; and reading, mathematics, and thinking skills. Part 4 addresses the following topics pertaining to teachers, teaching, and classroom environment: (1) active instruction; (2) relevance; (3) bilingualism and language instruction; (4) cultural pluralism; (5) classroom organization; (6) nurturing the gifted; (7) student grouping; (8) parent involvement; and (9) accelerated schools for at-risk students. Part 5 is a summary. Chapter 1 programs and services consist mostly of pullout programs for remedial reading and mathematics, but they by no means comprise the whole of the nation's compensatory education efforts. A 24-item list of references is included. (BJV)

ED 306 347 UD 026 764
Responding to the Needs of the Homeless and Hungry.
American National Red Cross, Washington, D.C.
Pub Date—Feb 89
Note—34p.; For related documents, see ED 026 765-766.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Community Coordination, Community Services, Economically Disadvantaged,

*Emergency Programs, *Homeless People, Hotels, *Housing Needs, Humanitarianism, *Human Services, Hunger, Poverty, Program Descriptions, *Social Services
Identifiers—Business Role, Meal Programs, Private Sector Initiative Programs, *Red Cross
This report describes the Hotels-Motels in Partnership Program, a human services resource sponsored by the Red Cross and other organizations to respond to housing needs of the homeless, disaster victims, and others in need of emergency assistance. The partnership program involves several hundred businesses in more than 240 communities. Since its establishment in 1982, the program has provided emergency housing to more than 10,000 persons through the donation of lodging for use by local social service agencies. An associated initiative, the Restaurants in Partnership Program, provides meal coupons for those in emergency need. This publication presents profiles of services to the homeless and hungry for the following selected Red Cross chapters: (1) Prince Georges County (Maryland); (2) St. Louis Bi-State (Missouri and Illinois); (3) Lenawee County (Michigan); (4) Golden Gate (California); (5) Anderson County (South Carolina); (6) Greater Cleveland (Ohio); (7) Berks County (Pennsylvania); (8) Douglas County (Oregon); (9) Southwest Florida; (10) Oregon Trail; (11) Pikes Peak (Colorado); (12) Pioneer Valley (Massachusetts); (13) Mahoning (Ohio); (14) Garland County (Arizona); (15) Dayton Area (Ohio); (16) Ventura County (California); and (17) Central Illinois. Profiles include program descriptions, goals, achievements, and names, addresses, and telephone numbers of contact persons. A concluding section, which includes six charts, documents Red Cross chapters' nonmandated social services to their communities. (AF)

ED 306 348 UD 026 765
France, Joseph B.
Recognizing the Needs of the Homeless and the Hungry.
American National Red Cross, Washington, D.C.
Pub Date—Apr 87
Note—58p.; For related documents, see UD 026 764-766.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Community Coordination, Community Services, *Economically Disadvantaged, Emergency Programs, *Financial Support, *Homeless People, Housing Needs, Humanitarianism, *Human Services, Hunger, Job Training, Poverty, Program Costs, Program Descriptions, *Social Services
Identifiers—Federal Emergency Management Agency, *Meal Programs, Private Sector Initiative Programs, *Red Cross
This publication describes services of selected American Red Cross chapters to the homeless and the hungry. Chapter profiles provide information on how chapters of various sizes develop, fund, and implement programs in response to their communities' needs. Program descriptions detail the chapters' fund-raising from private, public, and voluntary sources. The report includes program profiles of the following chapters providing shelter to the homeless: (1) Champaign County (Illinois); (2) Greater Cleveland (Ohio); (3) Kalamazoo County (Michigan); (4) Lancaster County (Pennsylvania); (5) Los Angeles (California); (6) Lower Bucks County (Pennsylvania); (7) Mid-Rio Grande (New Mexico); (8) Onslow County (North Carolina); (9) Oregon Trail; (10) Prince William County (Virginia); (11) Santa Barbara County (California); (12) Thurston-Mason County (Washington); and (13) Virginia Capital. Programs providing food and shelter to the homeless are described for the following Red Cross chapters: (1) Deschutes County (Oregon); (2) Manitowoc County (Wisconsin); (3) Marion County (Ohio); (4) Midland County (Michigan); and (5) Tallahassee (Florida). The following chapter programs providing services to the hungry are profiled: (1) Massachusetts Bay; (2) Broward County (Florida); (3) Brown County (Texas); (4) Camden County (New Jersey); (5) Greater Miami (Florida); and (6) Pasadena (California). Program profiles for the Mid-Michigan chapter, which provides food, shelter, furniture, and job training for the homeless, and the St. Louis Bi-State chapter, which provides shelter and transportation, are presented. Five figures and samples of forms, letters, and certificates are included. (AF)

ED 306 349 UD 026 766
France, Joseph B.
Recognizing the Needs of the Homeless.
American National Red Cross, Washington, D.C.
Pub Date—May 86
Note—56p.; For related documents, see UD 026 764-765.
Pub Type— Information Analyses (070) — Reports - Descriptive (141) — Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Community Problems, *Community Services, *Economically Disadvantaged, *Homeless People, Housing Needs, *Human Services, Poverty, Program Descriptions, Social Science Research, Social Services, *Socioeconomic Influences, Urban Problems
Identifiers—Private Sector Initiative Programs, *Red Cross, *Shelters
This paper summarizes reports and research on the homeless in the United States, presents findings of a survey of Red Cross chapters on services to the homeless, and describes programs for the homeless of selected Red Cross chapters. Section 1 discusses definitions of homelessness and methodologies used to count homeless people. The homeless are grouped into the following three major categories: (1) the chronically disabled; (2) people in crises; and (3) the economically impacted. The following five major reasons for homelessness are cited: (1) deinstitutionalization of the mentally disabled; (2) shortage of low-income housing; (3) reduction in disability benefits; (4) low levels of assistance; and (5) domestic violence. Programmatic assistance for the homeless from the public and private sectors is summarized. This section ends with a select bibliography and three charts. Section 2 reproduces the Chapter Services to the Homeless Survey and presents summary and detailed findings in eight tables and a graph. Section 3 consists of program profiles of Red Cross chapter activities for the homeless in the following localities: (1) Greater New York; (2) Dallas County (Texas); (3) Dayton Area (Ohio); (4) Greater Milwaukee (Wisconsin); (5) Indianapolis Area (Indiana); (6) Los Angeles County (California); and (7) Pikes Peak (Colorado). The profiles include project descriptions, addresses, and contact persons. (AF)

ED 306 350 UD 026 774
Blumhardt, Lynette K.
North Dakota Annual State Plan for the Education of Homeless Children and Youth. Program Year 1989-90.
North Dakota State Dept. of Public Instruction, Bismarck.
Pub Date—15 Apr 89
Note—41p.; Colored paper may not reproduce well. Some pages contain print of uneven quality.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Access to Education, *Disadvantaged Youth, Educational Legislation, Elementary Secondary Education, Federal Legislation, Federal Programs, *Homeless People, Program Administration, *Program Implementation, Social Services, *State Federal Aid, State Programs, Student Needs, Student Problems, Student Welfare
Identifiers—*North Dakota, *Stewart B McKinney Homeless Assistance Act 1987
This state plan is North Dakota's response to Title VII, Subtitle B of the Stewart B. McKinney Homeless Assistance Act of 1987 (the McKinney Act), which charges states with collecting information on the number and needs of homeless children and youth, identifying problems impeding their education, and developing a plan to overcome such problems. Section 1 provides a program narrative of the homeless education initiative. Section 2 offers uniform definitions of standard terms. Section 3 provides a brief summary of McKinney Act requirements. Section 4 describes the data collection process in North Dakota. Section 5 discusses North Dakota school law and the homeless child, including implications for residency, placement, tuition-free agreements, and immunization. Section 6 details the state's 1989-90 goals for the education of homeless children and youth. Section 7 describes provisions to publish and circulate the plan and to solicit comment and input through public hearings. Section 8 lists assurances of compliance with requirements for Federal funding. The following attachments are provided: (1) a reprint of Subtitle B of the McKinney Act; (2) the state's preliminary status report; (3) the final survey form sent to school officials; (4) the final survey form sent to service providers; and (5) the final status report. (AF)

ED 306 351 UD 026 777
Rhode Island State Plan for Education: Homeless Children and Youth.
Rhode Island State Dept. of Education, Providence.
Pub Date—Mar 89
Note—25p.; Best copy available.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Access to Education, *Disadvantaged Youth, Educational Legislation, Elementary Secondary Education, Federal Legislation, Federal Programs, *Homeless People, Program Administration, *Program Implementation, Social Services, *State Federal Aid, State Legislation, State Programs, Student Needs, Student Problems, Student Welfare
Identifiers—*Rhode Island, *Stewart B McKinney Homeless Assistance Act 1987
This draft report describes the Rhode Island state plan to implement Section 772(e) of the Stewart B. McKinney Homeless Assistance Act (the McKinney Act) under Title VII, Subtitle B of the Act, which provides for education for homeless children and youth. The plan addresses the following issues: (1) school placement; (2) dispute resolution; (3) assurances of compliance; and (4) enrollment based on the student's best interests. School placement in Rhode Island is a local school district determination. Disputes over residency are resolved by the State Commissioner of Education, who can issue interim orders during the pendency of any matter. Continued school attendance in the district of original residence is being addressed through two bills in the 1989 legislative session, and assurance is made of the provision of comparable services for which eligibility requirements are met, and the maintenance and availability of school records. Criteria for "best interest" determinations will be developed in conjunction with the proposed legislation. The following legal and legislative materials are appended: (1) the McKinney Act in full; (2) Rhode Island state law on compulsory school attendance; (3) state law on residence of children for school purposes; (4) state legislation relating to residency; and (5) state legislation on the implementation of the McKinney Act. (AF)

ED 306 352 UD 026 778
West Virginia Department of Education Proposed Plan for Education of Homeless Children and Youth. 1989-1990.
West Virginia State Dept. of Education, Charleston. Office of Educational Support Services.
Pub Date—Apr 89
Note—56p.; Portions printed on colored paper.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Access to Education, *Disadvantaged Youth, Educational Legislation, Elementary Secondary Education, Federal Legislation, Federal Programs, *Homeless People, Program Administration, *Program Implementation, Social Services, *State Federal Aid, State Programs, Student Needs, Student Problems, Student Welfare
Identifiers—*Stewart B McKinney Homeless Assistance Act 1987, *West Virginia
This proposed plan for the education of homeless children and youth in 1989-1990 is West Virginia's response to Title VII (B) of the Stewart B. McKinney Homeless Assistance Act of 1987 (the McKinney Act). Section 1 is comprised of the following four parts: (1) an executive summary, describing background, purpose, and impact of the state plan; (2) background, detailing the homeless situation overall; (3) review of data, discussing existing information; and (4) definitions of terms relating to Section VII (B) of the McKinney Act. Section 2, detailing the body of the state plan, deals with the following issues: (1) creation of a Homeless Advisory Committee; (2) data collection; (3) dissemination of information; (4) transfer of records; (5) residency; (6) transportation; (7) professional development for school personnel; and (8) resolution of disputes, including a reprint of the West Virginia Board of Education appeals procedure and citizen's appeal forms for progressive appeal to the levels of the county superintendent, county board of education, and state superintendent of schools. Section 3 includes the following appendices pertaining to homeless education: (1) Survey of West Virginia

School Districts; (2) Survey of Department of Human Services Area Offices; (3) Survey of West Virginia Shelters and Assistance Programs; (4) statistical summary forms; and (5) a flow chart of scheduled work activities. (AF)

ED 306 353 UD 026 779

Antonucci, Frank J.

Assuring Access to Education for Homeless Children and Youth. Maine State Plan.

Maine State Dept. of Educational and Cultural Services, Augusta. Office of Education of Homeless Children and Youth.

Pub Date—Mar 89

Note—28p.; Colored paper may not reproduce well.

Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Access to Education, *Disadvantaged Youth, Educational Legislation, Elementary Secondary Education, Federal Legislation, Federal Programs, *Homeless People, Program Administration, *Program Implementation, Social Services, State Federal Aid, *State Programs, Student Needs, Student Problems, Student Welfare

Identifiers—*Maine, *Stewart B McKinney Homeless Assistance Act 1987

This report presents the Maine state plan to assure equal educational access for homeless children and youth, in accordance with Section B of the Stewart B. McKinney Homeless Assistance Act of 1987 (the McKinney Act). Section I of this report summarizes the McKinney Act charge to the states. Section II describes the Department of Educational and Cultural Services (DECS) decision to commission a study by the Human Services Development Institute (HSDI), and the process by which HSDI recommendations, DECS input, and suggestions of an ad hoc Advisory Committee were used to develop the 1989-90 plan. Section III reports on public review and comment through hearings and focus groups throughout the state. Section IV, "A Plan of Action," is comprised of the following five goals: (1) assuring access to homeless education; (2) providing technical assistance; (3) establishing community based case management; (4) increasing public awareness; and (5) establishing a student tracking system. Each goal includes several specific objectives and timelines for implementation. Section V, the Appendix, includes the following documents: (1) Maine statutes pertaining to student eligibility; (2) the roster of the DECS Homeless Children and Youth Project Advisory Committee; (3) notice of public hearings; and (4) the Executive Summary of the report, "Educational Access for Homeless Children and Youth in Maine." (AF)

ED 306 354 UD 026 780

Doolan, Jay And Others

The Education of Homeless Children and Youth in New Jersey: A Plan for State Action.

New Jersey State Dept. of Education, Trenton. Div. of Compensatory/Bilingual Education.

Pub Date—Apr 89

Note—107p.

Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Access to Education, *Disadvantaged Youth, Educational Legislation, Elementary Secondary Education, Federal Legislation, Federal Programs, *Homeless People, Program Administration, *Program Implementation, Social Services, State Federal Aid, *State Programs, Student Needs, Student Problems, Student Welfare

Identifiers—*New Jersey, *Stewart B McKinney Homeless Assistance Act 1987

This state plan is New Jersey's response to the charge of the Stewart B. McKinney Homeless Assistance Act of 1987 (the McKinney Act) to assure educational access for homeless children and youth. The introductory section discusses the following issues: (1) the changing face of homelessness; (2) homeless children and youth; (3) the McKinney Act; and (4) the establishment of the State Office of Education for Homeless Children and Youth. Section 2 describes two separate needs assessment studies conducted by the Department of Human Services and the Department of Education respectively, and their conclusions. Section 3, discussing the State's role in homeless education, finds 9 significant obstacles faced by homeless students, proposes 12 objectives to respond to these obstacles, and lists detailed activities, timelines, and staff responsible for each objective. Section 4, concerning the plan of operation, describes the following components: (1) management plan; (2) methods used to provide services; and (3) evaluation procedures. Section 5 records recommendations presented at public hearings. A selected bibliography of references is appended. The report concludes with the following appendices: (1) subtitle B of the McKinney Act; (2) proposed revision to state residency requirements; (3) the Commissioner's memo to chief school administrators; (4) a copy of a survey instrument; and (5) a list of respondents by county. (AF)

Subject Index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors* and the *Identifier Authority List,* are in word-by-word alphabetical order.

As shown in the examples below, the accession number is displayed below and to the right of the document title. Additional information about the document can be found under that number in the resume section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Descriptor — **Microcomputers**
Title — Public Education and Electronic Technologies.
ED 226 725 — Accession Number

Identifier — **National Assessment of Educational Progress**
Title — Reading, Science, and Mathematics Trends. A Closer Look.
ED 227 159 — Accession Number

Ability Grouping
Effects of Between-Classroom Ability Grouping in Mathematics at the Transition to Junior High School.
ED 306 102
The Self-Concept of Academic Ability Scale–A Review and Further Analysis.
ED 306 291

Ability Identification
Programming for Giftedness: Reexamining the Paradigm.
ED 305 787

Abstract Reasoning
Identification of Gifted Children: A Comparison of the Stanford Binet 4th Edition and Form LM.
ED 306 271

Abstracts
Resources in Education (RIE). Volume 24, Number 9.
ED 305 425

Academic Ability
Critical Factors in College Level Course Achievement.
ED 305 843
The Self-Concept of Academic Ability Scale–A Review and Further Analysis.
ED 306 291
Texas Academic Skills Program (TASP). TASP Test: Information Summary.
ED 305 853

Academic Achievement
Assessing and Grading Student Achievement. ERS Report.
ED 305 748//
Autonomous Classroom Computer Environments for Learning. Progress Report and Annotated Bibliography.
ED 305 903
The Children's Academic Motivation Inventory: Validation Evidence for Generalization to a High School Population.
ED 306 304
Compensatory Education Process Evaluation: Elementary and Secondary Academic Achievement (A2) 1988-1989.
ED 306 325
Course Pass Rates in Fall 1988. Enrollment Analysis EA89-6.
ED 305 977
Critical Factors in College Level Course Achievement.
ED 305 843
Developing and Evaluating a Method of Using Student Performance and Attitude Data as a Measure of Teacher Effectiveness.
ED 306 311
Educational Programs and Achievements of Secondary Special Education Students: Findings from the National Longitudinal Transition Study.
ED 306 292
Equal Opportunity in the Classroom for All Children.
ED 306 210
Field Dependence/Field Independence and Student Achievement in Economics.
ED 306 162
Grade 12 Diploma Examination: Biology 30. January 1989 = Examen en vue du diplome douzieme annee: Biologie 30. Janvier 1989.
ED 306 105
Grade 12 Diploma Examination: Biology 30. January 1989 Form B.
ED 306 106
Grade 12 Diploma Examination: Chemistry 30. January 1989 = Examen en vue du diplome douzieme annee: Chimie 30. Janvier 1989.
ED 306 109
Guide to Developing a Comprehensive Assessment Procedure for Your District.
ED 306 310
International Student Profile. Research Report No. 88-26.
ED 305 950
Longitudinal Student Achievement Monitoring in Hawaii Public Schools.
ED 306 278
The Missouri Comprehensive Statewide Project for Improving Student Achievement.
ED 306 247
Perspectives on Implementation of Learner Control in CBI.
ED 305 898
Predictors of College Success beyond ESL.
ED 305 827
Project ABC: Advancement Based on Competency. Summative Evaluation.
ED 306 263
Proposed Governor's Remarks for National School Boards Association Council of Urban Boards of Education Luncheon, March 31, 1989.
ED 305 752
Report to the New Jersey Board of Higher Education on the Results of the New Jersey College Basic Skills Placement Testing. Fall 1988 Entering Freshmen.
ED 305 867
Student Recognition Programs.
ED 305 759
Students' Perceptions of the Transition to Junior High: A Longitudinal Perspective.
ED 306 026
Student Teachers in the Classroom: Boon or Bane?
ED 306 195

Academic Aspiration
Relationships of Teenage Smoking to Educational Aspirations and Parents' Education.
ED 305 537

Academic Community
Negotiating Basic Writing Subcultures: Each of Us Is Alike in Our Differences.
ED 305 655

Academic Failure
A Research Report on the Fall 1988 Mid-Term Deficiency Follow-Up Project.
ED 305 961

Academic Incentive Program
Secondary Retention Alternative.
ED 306 227

Academic Persistence
Course Pass Rates in Fall 1988. Enrollment Analysis EA89-6.
ED 305 977
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Skilled Interviewing.
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Worlds of Writing: Teaching and Learning in Discourse Communities of Work.
ED 305 666//

The Yearbook of Education Law, 1988.
ED 305 704

(020) Collected Works - General

Cognition and the Adult Learner.
ED 305 426

Colleague 1989. An Annual Collection of Articles on Academic and Administrative Issues Facing Community Colleges of the State University of New York.
ED 305 979

Critical Issues in Curriculum. Eighty-Seventh Yearbook of the National Society for the Study of Education, Part I.
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ED 305 602

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ED 306 336//

Hallmarks of Successful International Business Programs. CIEE Occasional Papers on International Exchange 25, Forum Series.
ED 305 836

New Directions for Elementary School Mathematics. 1989 Yearbook.

ED 306 112//
Programming for Adolescents with Behavioral Disorders. Volume 3.
ED 305 815
Radical Thinking in Adult Education. Occasional Paper No. 1.
ED 305 462
Technology Education: A Perspective on Implementation.
ED 305 506

(021) Collected Works - Proceedings

Adults in the Academy. International Trends in Adult and Higher Education. A Selection of Papers from the International Conference: Serving the Adult Learner: New Roles and Changing Relationships of Adult and Higher Education (Stockholm, Sweden, May 20-22, 1987).
ED 305 450
Agenda: "Hispanic Issues Are America's Issues." Quadrennial National Hispanic Leadership Conference (4th, Washington, D.C., April 4-6, 1988).
ED 306 315
Arts Education Beyond the Classroom. ACA Arts Research Seminar Series.
ED 306 168
Coping with Stress in Education. Proceedings of a Conference Held by the Geelong Regional Group of the Australian College of Education (Geelong, Victoria, Australia, October 5, 1985).
ED 305 741
Diversification of Higher Education. Proceedings of an International Symposium on the Relationship between General Education, Vocational Training, and Further Training in Higher Education (Sofia, Bulgaria, November 30-December 2, 1987).
ED 305 830
An Examination of the Impact of the Carl D. Perkins Vocational Education Act of 1984 on Our Nation's Citizens with Disabilities. Special Report.
ED 305 796
Flexible Workstyles: A Look at Contingent Labor. Conference Summary.
ED 305 471
From Bonding Wires to Banding Women. Proceedings of the International Consultation on Micro-Chips Technology (Manila, Philippines, October 1986).
ED 305 488
The Future of Higher Education. A Symposium Presented by the Western Interstate Commission for Higher Education (Denver, Colorado, December 4, 1985).
ED 305 861
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ED 305 451
Proceedings of the European Conference on Research in Rehabilitation (Second, Duesseldorf, West Germany, November 18-19, 1985).
ED 305 782
Proceedings of the International Conference of the International Group for the Psychology of Mathematics Education (8th, Sydney, Australia, August 16-19, 1984).
ED 306 127
Proceedings of the World Congress on Medical Physics and Biomedical Engineering (San Antonio, Texas, August 6-12, 1988).
ED 306 099
Severe Behavior Disorders of Children and Youth. Monograph in Behavioral Disorders, Volume 11.
ED 305 816
States' Agenda for Rural Economic Development. Proceedings of the National Conference on States' Rural Economic Development (1st, Lexington, Kentucky, October 5-7, 1987).
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Toward a New Era in Arts Education.
ED 306 183
Using Computers Intelligently in Tertiary Education. A Collection of Papers Presented to the Australian Society for Computers in Learning (Sydney, New South Wales, Australia, November 29-December 3, 1987).
ED 305 894
1988 National Conference on Adults with Special Learning Needs Conference Proceedings (Washington, D.C., October 19-20, 1988).
ED 305 439

(022) Collected Works - Serials

Appraisal of Cultural Policies: An Experimental Programme.
ED 306 153
Cooperative Learning and Outdoor/Environmental Education.
ED 306 043
Des Moines.
ED 306 171
Diversification of Higher Education. Proceedings of an International Symposium on the Relationship between General Education, Vocational Training, and Further Training in Higher Education (Sofia, Bulgaria, November 30-December 2, 1987).
ED 305 830
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ED 306 179
Hill Top Spectrum, Volume 4, Nos. 1-4, September 1986-June 1987.
ED 305 784
Human Sexuality/AIDS Education.
ED 306 209
International Recognition of Studies and Degrees: Challenges and Perspectives.
ED 305 831
Resources in Education (RIE). Volume 24, Number 9.
ED 305 425
Self-Determination.
ED 305 805
Student Recognition Programs.
ED 305 759
Television and the Schools–But Not What You Think.
ED 305 891
Towards a Fully Literate World.
ED 305 478
Unionization among College Faculty–1989.
ED 305 842
Using Computers in Building Management.
ED 305 751
Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials. Supplement 34, 1988.
ED 306 101

(040) Dissertations/Theses - Undetermined

APICS Certification: A Valuable or Vacuous Distinction? A Survey of Massachusetts Manufacturers.
ED 305 516
Student Attitudes toward Marketing Education Programs in the Houston, Texas Area.
ED 305 507

(041) Dissertations/Theses - Doctoral Dissertations

A Comparison of Baccalaureate Degree Credit Hour Requirements at Selected Bible Colleges. Emergence of Higher Education in America.
ED 305 837
A Comparison of Correctional Adult Educators and Formal Adult Educators in Terms of Their Expressed Beliefs in the Collaborative Teaching Mode. Theory and Methods of Adult Education.
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Islamic Values and Commitment among Hausa Muslim Students: An Empirical Study.
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Thomas Hardy's Victorian Gothic: Reassessing Hardy's Fiction and His Gothic Sensibility.
ED 305 660
What Children Bring to Light: A Study of Personal Orientation to Science Learning.
ED 306 137

(042) Dissertations/Theses - Masters Theses

Binary Number System Training for Graduate Foreign Students at New York Institute of Technology.
ED 306 122
A Communication Skills Training Course for Trans World Airlines Flight Service Managers.
ED 305 470
A Comparison of Miami Linguistic Readers and Holt Basic Reading Series.
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The Effect of LOGO Instruction Method on Problem Solving Skills and the Relationship of Cognitive Style on Problem Solving Skills Learned through LOGO Instruction.
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Fireguard Training for Hotel Employees: Sprinkler Module.
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A Job Aid Solution to the Need for Low Cost, Results Oriented Dental Laboratory Manufacturing Industry Training.
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Parental Involvement and Reading Achievement.
ED 305 616
Parent, Child, and School: Working Together as a Team.
ED 306 010
Preparing a Resume: A Learning Activity for Ninth Grade Students in Introduction to Occupations.
ED 305 467
A Second Grade Study of the Effectiveness of Economy Keys to Reading Versus Macmillan Series r in Reading Comprehension.
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Sex Differences and Reading Gender.
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Should Preschoolers Be Taught Reading Readiness Skills?
ED 305 611

(043) Dissertations/Theses - Practicum Papers

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ED 305 837
The Development and Implementation of a Training Program through Slides To Facilitate Parent Involvement in the IEP.
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Increasing Performance Levels of Eight to Thirteen Year Old Speech Therapy Students by Utilizing Parents and Teachers in the Generalization Stage of Therapy.
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Modifying Inappropriate Behavior of Emotionally Disturbed Students Ages 6 to 10 by Using Self-Monitoring and Group Monitoring Techniques.
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Transition in a Preschool Specialized Education Program: Strategies for Parent Involvement.
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Peer Leadership Training Manual.
ED 305 587

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Safety for Older Consumers. Home Safety Checklist.
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Training Field Supervisors for Adult Counseling Situations.
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(051) Guides - Classroom - Learner

American Indian Studies. Library Research Guide.
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Bilingual Dictionary of Mathematical Terms: English–Chinese.
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Criminal Justice and Criminology. Library Research Guide.
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Election '88: Teacher Packet.
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ERIC for Teachers in Training: An Instructional Package for Professors.
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A Guide to the Use of Tool Software for the Apple Computer.
ED 305 911
Japan: Geography, Cuisine, and Culture.
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Manual for X504: Diagnosis and Remediation of Reading Difficulties.
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Microcomputer Telecommunications. MSBA Technology Services. 1988 Spring Special Topic Workshop.
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Negotiating the Superwoman Minefield.
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Preparing a Resume: A Learning Activity for Ninth Grade Students in Introduction to Occupations.
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Reading, Writing, and the Study of Literature.
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Reading, Writing, and Thinking: Critical Connections.
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(052) Guides - Classroom - Teacher

Adult Basic Education and General Educational Development Programs for Disabled Adults. A Handbook for Literacy Tutors and Instructors.
ED 305 482
Adult Learning Strategies and Approaches (ALSA). Resources for Teachers of Adults. A Handbook of Practical Advice on Audio-Visual Aids and Educational Technology for Tutors and Organisers.
ED 305 453
Agriculture: Land and Life. Junior High School Teacher Resource Manual.
ED 305 475
Biology Laboratory Safety Manual.
ED 306 104
Career and Life Management 20: Core Program. Teacher Resource Manual.
ED 305 582
Career and Life Management 20: Optional Program. Teacher Resource Manual.
ED 305 583
Classroom Activities in Sex Equity for Developmental Guidance. Bulletin No. 9204.
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A Communication Skills Training Course for Trans World Airlines Flight Service Managers.
ED 305 470
Decision Making: The Chesapeake Bay. An Interdisciplinary Environmental Education Curriculum Unit. Second Edition.
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Developing Writing Prompts for TEAMS Written Composition.
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Drama–Junior High School. Teacher Resource Manual. Curriculum Support.
ED 305 687
Drama–Senior High School. Teacher Resource Manual. Curriculum Support.
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Earth, Air, Fire, & Water: Resource Guide 6. The Arts and Learning, Interdisciplinary Resources for Education.
ED 306 175
Educational Excellence and Equity.
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Election '88: Teacher Packet.
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Emerging Literacy: Young Children Learn To Read and Write.
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English Literacy Redefined: Promoting Intercultural Literacy through English as a Search for Better Cross-Cultural Understanding and Communications.
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The Environment: A Global Concern, An Interdisciplinary Approach.
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ERIC for Teachers in Training: An Instructional Package for Professors.
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Fireguard Training for Hotel Employees: Sprinkler Module.
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Focus on Computational Errors for Teachers of Basic Skills Mathematics Programs. Monograph 139.
ED 306 138
Hands On Math Using Colored Rods.
ED 306 123
How To Integrate Language and Content Instruction: A Training Manual. CLEAR Educational Report Series.
ED 305 824
Ideas for Integrating the Microcomputer into Visual Arts Instruction.
ED 305 913
Impact of Technology.
ED 305 505
The Implications of Colaborative Writing: A Dialogue.
ED 305 644
Individualized Education Program (IEP) Planning Guide for Special Education Students Entering High School Vocational Education Programs.
ED 305 806
Inquiry-Based Instruction of Pre-Proof Geometry with Logo.
ED 306 125
Integrating the Elementary School Curriculum into the Foreign Language Class: Hints for the FLES Teacher. CLEAR Educational Report Series.
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Interviewing Strategies.
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Lifewriting and Text Creation: Developing Response through Autobiographical Writing.
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The Literacy Prescription: Profiles of Adult Readers with Recommended Instructional Strategies.
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Living with Insects in the Big City. Urban Insect Ecology and Safe Pest Management. A Science Curriculum for Grades K-3.
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Micros and Elementary Math: Lesson Plans, a Directory of Software for Achieving Educational Objectives and Procedures for Evaluating Software.
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Micros and Secondary Math: Lesson Plans, a Directory of Software for Achieving Educational Objectives and Procedures for Evaluating Software.
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Modern Foreign Language Content Standards. Generic Standards. Levels I-IV.
ED 305 828
The Nature Specialist: A Complete Guide to Program and Activities.
ED 306 044
Passages to Literature: Essays on Teaching in Australia, Canada, England, the United States, and Wales.
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Peace and Violence in the School: A Constructive Curriculum. Selected Papers Number 59.
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A Pedagogical Strategy for Teaching Human Development: Dyadic Essay Confrontations through Writing and Discussion.
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Perspectives: Using Historical Documents To Think about NIF Issues.
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PSI Office Opportunities Model Curriculum for Secondary Business Education.
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Reading, Writing and Interpreting Literature: Pedagogy, Positions and Research.
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Teacher's Guide to Architectural Styles. Skinner's Butte Historical District. Revised Edition.
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Teaching Basic and Pascal "Logo Style."
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Teaching College Success to Older Students: An Instructor's Manual.
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Writing as an Extra-Disciplinary Activity.
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(055) Guides - Non-Classroom

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Assessing Needs for Education for Employment. A Product of the Project "Change, Technology and Vocational Education."
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Building Databases for the Computer-Based Memorization System.
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Communications Made Easy (and Free!).
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Community Advisory Committee Guidelines. Second Edition.
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Community Education: A Guide for State Initiatives.
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Curriculum Leadership: Case Studies for Program Practitioners.
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Early Literacy Assessment in Texas: Recommendations for Change. TSRA Supports Position.
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Especially for Women. Programs and Services Offered by School Boards.
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Guiding the Social Development of Gifted and Talented Preschoolers.
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Negotiating Basic Writing Subcultures: Each of Us Is Alike in Our Differences.
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An Overview of Legal Issues in Teacher Quality. ECS Working Papers, Law.
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Parent/Student Guide to Transition. Project CCTM.
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Presentation Aids: Using the Computer To Assist in the Creation and Presentation of Course Materials.
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Putting the CAS Standards to Work. Training Manual for the CAS Self Assessment Guides.
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Reading Materials: Their Selection and Use. Technical Report No. 457.
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Recommended Reading Resources for the New Agenda of Women for Higher Education.
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Samples of Students' Writing from the Social Studies 30 Diploma Examination, June 1988.
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Santa Fe Community College Part-Time Faculty Professional Development Plan.
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A Teacher's Introduction to Deconstruction.
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Working with Students from Diverse Cultural Backgrounds in Basic Courses in Speech Communication.
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(060) Historical Materials

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(070) Information Analyses - General

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ED 305 983
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(170) Translations

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- **FL** — Languages and Linguistics
- **HE** — Higher Education
- **IR** — Information Resources
- **JC** — Junior Colleges
- **PS** — Elementary and Early Childhood Education
- **RC** — Rural Education and Small Schools
- **SE** — Science, Mathematics, and Environmental Education
- **SO** — Social Studies/Social Science Education
- **SP** — Teacher Education
- **TM** — Tests, Measurement, and Evaluation
- **UD** — Urban Education

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THESAURUS ADDITIONS AND CHANGES

The following additions and modifications have been made to the ERIC controlled vocabulary since August 1986. They are, therefore, not included in the main body of the 11th (1987) edition of the *Thesaurus of ERIC Descriptors.*

ABSTRACTS *Jul. 1966*
SN (Scope Note Added) (note: do not confuse with "Bibliographic Records")

ACID RAIN *Dec. 1988*
SN Precipitation (rain, snow, fog, etc.) containing destructive acid concentrations, caused when pollutants, chiefly oxides of sulfur and nitrogen, are chemically combined with water vapor in the atmosphere

ACQUIRED IMMUNE DEFICIENCY SYNDROME *Aug. 1987*
SN Infectious, life-threatening virus that inhibits the body's protective immune system—transmitted chiefly by sexual contact, the sharing of intravenous needles/syringes, or unscreened blood transfusions
UF AIDS (Disease)
HTLV 3
Human Immunodeficiency Virus
Human T Cell Lymphotropic Virus Type 3

ADMINISTRATOR EFFECTIVENESS *Dec. 1988*
SN Degree to which administrators are successful in satisfying their objectives, obligations, or functions

ADULT CHILDREN *Dec. 1987*
SN Grown-up sons and daughters (approximately 18+ years of age)
UF Adult Offspring
Grown Children

AFRICAN STUDIES *Aug. 1988*
SN Interdisciplinary instruction and research concerned with the continent of Africa and its inhabitants—generally encompasses sub-Saharan Africa, but may also include North Africa

ALCOHOL ABUSE *Jun. 1988*
SN Excessive or otherwise inappropriate ingestion of alcoholic beverages, often causing risk or injury to health and impaired social functioning (note: if possible, use the more specific term "Alcoholism")
UF Alcohol Intoxication
Drunkenness (Alcohol)
Problem Drinking

Alcohol Consumption
USE DRINKING

Alcohol Use
USE DRINKING

Assessment
USE EVALUATION

Assessment Instruments (Individuals)
USE MEASURES (INDIVIDUALS)

Assistance (Social Behavior)
USE HELPING RELATIONSHIP

AUDIENCE AWARENESS *Aug. 1988*
SN The conceptions of the writer, speaker, or performer concerning the recipients of his/her communication

AUDIENCE RESPONSE *Aug. 1988*
SN Recipient reactions to, and interpretations of, oral, visual, or written communication (note: if possible, use the more specific term "Reader Response")

BIBLIOGRAPHIC DATABASES *Dec. 1987*
SN Organized collections of machine-readable records that describe books, journal articles, reports, or other primary sources of information

Bibliographic Instruction
USE LIBRARY INSTRUCTION

BIBLIOGRAPHIC RECORDS *Dec. 1987*
SN Records in a database or library catalog that describe a bibliographic item (book, film, etc.)—generally containing author, title, and publication information and often enhanced with abstracts and/or subject terms (note: for references to other works within bibliographic items, use "Citations (References)," which, prior to Dec87, was sometimes used for "Bibliographic Records")

BODY COMPOSITION *Aug. 1988*
SN The amounts of fat and nonfat tissue in the body, usually expressed as a ratio
UF Body Density
Body Fatness
Body Mass
Fat Ratio
Lean Fat Ratio
Percent Body Fat

CAREGIVERS *Dec. 1987*
SN Individuals who provide personal care to others—includes professionals, nonprofessionals, family members, and friends (note: use a more specific term if possible)

CHI SQUARE *Dec. 1988*
SN The sum of the squares of observed values minus expected values divided by the expected values—used in testing hypotheses concerning the discrepancy between observed and expected results

CHILDLESSNESS *Jun. 1988*
SN Having no natural children (note: if appropriate, coordinate with the Identifier "Voluntary Childlessness")

CHRONIC ILLNESS *Jun. 1988*
("Chronic Illnesses" deleted as USE reference)
SN Disease or ailment of long duration or frequent recurrence, and often of increasing severity

CITATIONS (REFERENCES) *Mar. 1980*
SN (Scope Note Changed) References that identify works which have been used as authorities or from which passages have been quoted (note: do not confuse with "Bibliographic Records")

Classroom Management
USE CLASSROOM TECHNIQUES

COHABITATION *Jun. 1988*
SN Refers primarily to unmarried couples living together

COLLEGIALITY *Aug. 1988*
SN Relationship among people within a profession, field, organization, or office, characterized by trust, openness, concern, and cooperation
UF Collegial Models

COMPUTER GAMES *Dec. 1987*
SN Games played on computers, as either educational tools or recreational pastimes (note: do not confuse with "Video Games" with built-in semiconductor chips or microprocessors that can be played independently of a computer)

Computer Keyboards
USE KEYBOARDING (DATA ENTRY)

COMPUTER PERIPHERALS *Dec. 1987*
SN Any computer equipment other than the central processing unit, i.e., devices for input, output, storage, add-on memory, and other auxiliary functions
UF Computer Auxiliary Equipment

COMPUTER PRINTERS *Jan. 1988*
SN Computer output devices that produce readable, hard-copy data on paper, film, etc.

COMPUTER SYSTEM DESIGN *Jan. 1988*
SN The process of selecting, setting up, and modifying a system of computer hardware and software—also, the layout and specifications of a computer system
UF Computer System Development

COMPUTER TERMINALS *Jan. 1988*
SN Input output devices, generally including a keyboard and a display unit (video or print), used to enter data into and receive data from a computer (note: prior to Jan88, the instruction "Computer Terminals, use Input Output Devices" was carried in the Thesaurus)

COOPERATIVE LEARNING *Aug. 1988*
SN Learning situation in which students work together in small groups and receive rewards or recognition based on their group's performance

Cooperative Work Experience Programs
USE COOPERATIVE EDUCATION

COURSE INTEGRATED LIBRARY INSTRUCTION *Jan. 1988*
SN Library instruction given as part of a course in another subject, i.e., English, history, etc.
UF Course Related Library Instruction

DATABASE DESIGN *Jan. 1988*
SN The process of planning and organizing the content and structure of a database—also, the specifications that result from this process

DEBATE FORMAT *Aug. 1988*
SN Structure or framework of formal debate, including order and duration of arguments

DISK DRIVES *Jan. 1988*
SN Input output devices that effect the necessary movements of disks or disk packs and that have read/write heads for accessing and recording data on the disks and communicating with the computer

DISTRACTORS (TESTS) *Aug. 1988*
SN Incorrect alternative answers used in objective test items—also, incorrect choices or extraneous information used in test-like tasks

Educational Excellence
USE EDUCATIONAL QUALITY

Educational Excellence Movement (United States)
USE EXCELLENCE IN EDUCATION

ENTROPY *Dec. 1988*
SN The amount of disorder, or tendency toward randomness, in a physical or social system, e.g., the extent to which the energy in a thermodynamic system is unavailable for useful work, the diminished capacity of human systems (over time) for adaptation or change, the degree of uncertainty in a message or signal
UF Negentropy

EVALUATION RESEARCH *Dec. 1988*
SN Systematic investigation into the nature and process of evaluation, including methods, practices, and utilization of results (note: do not confuse with evaluation conducted in an exhaustive or research-like manner, for which see "Evaluation")
UF Evaluative Research

EXCELLENCE IN EDUCATION *Dec. 1988*
SN Educational reform movement in the United States directed at stemming declining academic performance and renewing a commitment to high-quality, effective schooling for all—begun in 1983 with the issuance of "A Nation at Risk," the final report of the National Commission on Excellence in Education, which focused attention and prompted widespread actions toward educational improvement

FAMILY CAREGIVERS *Dec. 1988*
SN Individuals providing personal care to their relatives (or, on occasion, close friends)—such care is usually informal and in the home (frequently for elderly parents)

FLOPPY DISKS *Dec. 1987*
SN Computer storage devices in the form of small flexible magnetic disks enclosed in semirigid jackets—generally used with microcomputers
UF Diskettes
Flexible Disks

FRAIL ELDERLY *Jun. 1988*
SN Elderly persons whose physical or mental abilities are so reduced that regular assistance is needed for daily living or social contacts

FREE ENTERPRISE SYSTEM *Aug. 1988*
SN Economic system in which individuals, rather than the government, make decisions about the way goods and services are produced, distributed, and used
UF Free Market
Laissez Faire Economy
Market Economy

FULL TEXT DATABASES *Jan. 1988*
SN Machine-readable files containing the complete texts of journal articles, newspaper items, legal documents, encyclopedias, or other works

GRADE REPETITION *Jul. 1966*
SN (Scope Note Added) Repeating a grade level in school because of deficient achievement

HEALTH CARE COSTS *Jun. 1988*
UF Health Costs

HEALTH PROMOTION *Jun. 1988*
SN Activities that encourage and support physical and mental wellness
UF Preventive Health
Wellness Programs

Help Giving
USE HELPING RELATIONSHIP

HELP SEEKING *Dec. 1988*
SN Searching for and requesting assistance from others through formal or informal mechanisms (note: do not confuse with "Information Seeking")

Helping Behavior
USE HELPING RELATIONSHIP

Hiring (Personnel)
USE PERSONNEL SELECTION

IMPORTS *Aug. 1988*

Infant Death Rate
USE INFANT MORTALITY
and MORTALITY RATE

INTIMACY *Jun. 1988*
SN Especially close association or familiarity (usually interpersonal, often affectionate or loving)

JOURNAL WRITING *Aug. 1988*
SN Writing done regularly in logs or notebooks to gather thoughts or ideas, sometimes for later use in more formal writing (note: use "Writing for Publication" for journal article writing)

JOURNALISM HISTORY *Aug. 1988*

KODALY METHOD *Aug. 1988*
SN System of music education for children that includes singing, ear training, solfeggio, rhythmic movement, and improvisation—developed by Hungarian composer, Zoltan Kodaly, to achieve the goal of music literacy

LIKERT SCALES *Dec. 1988*
SN Measures in which subjects rate a series of attitudinal statements on a continuum, e.g., strongly agree, agree, undecided, disagree, strongly disagree—from a procedure originally developed by Rensis Likert
UF Summated Rating Scales

MAGNETIC DISKS *Dec. 1987*
SN Computer storage devices in the form of flat circular plates coated on one or both sides with magnetic material on which information may be recorded and stored for future use

MAGNETIC TAPES *Jan. 1969*
SN (Scope Note Changed) Tapes coated on one or both sides with a magnetic oxide, on which data are stored by the selective polarization of portions of the surfaces—used for recording video, audio, or computer data (note: use a more specific term if possible)

MAIL SURVEYS *Aug. 1988*
SN Includes postal and electronic mail surveys (note: use as a minor Descriptor for examples of this kind of survey—use as a major Descriptor only as the subject of a document)

MARKOV PROCESSES *Dec. 1988*
SN Probabilistic simulations in which future events are determined completely by present and immediately preceding events, and not on anything occurring earlier—derived from the model developed by Russian mathematician A.A. Markov
UF Markov Chains

MASS MEDIA ROLE *Aug. 1988*
SN Functions or tasks expected of or performed by the mass media in society, e.g., news, education, entertainment, propaganda
UF Media Role (Mass Media)

MASS MEDIA USE *Aug. 1988*
SN The manner, purpose, frequency, etc., of audience use of the electronic or printed mass media
UF Media Use (Mass Media)

Medical Costs
USE HEALTH CARE COSTS
and MEDICAL SERVICES

MENSTRUATION *Aug. 1988*
SN Cyclic discharge of blood and tissues from the uterus, normally occurring between puberty and menopause except during pregnancy (note: see also Identifiers "Menarche," "Menopause," "Menstrual Disorders," "Premenstrual Syndrome," and "Toxic Shock Syndrome")
UF Menses

MISSING CHILDREN *Aug. 1988*

MODEMS *Jan. 1988*
SN Devices that convert computer output to signals that can be transmitted over communications lines and that restore the signals to their original form at the receiving end
UF Modulator Demodulators

Mortality (Physiology)
USE DEATH

MORTALITY RATE *Jun. 1988*
SN Ratio between the number of deaths and the number of individuals in a specified population
UF Death Rate

Multidisciplinary Approach
USE INTERDISCIPLINARY APPROACH

News Use
USE MASS MEDIA USE
and NEWS MEDIA

NUMERIC DATABASES *Jan. 1988*
SN Machine-readable files primarily consisting of statistical or other quantitative data, often with user manipulability

OFFICE AUTOMATION *Jan. 1988*
SN Application of computer and communications technologies to office functions and tasks

ONLINE VENDORS *Apr. 1986*
SN (Scope Note Changed) Organizations that maintain databases and related software on their computer systems and sell online retrieval time to clients at multiple remote locations (note: see also such Identifiers as "DIALOG," "BRS Information Technologies," and "ORBIT")

ORAL REHYDRATION THERAPY *Aug. 1988*
SN Use of a special drink of sugar and salt in water to reverse or prevent dehydration caused by acute diarrhea

Peer Tutoring
USE PEER TEACHING and TUTORING

PHYSICAL ATTRACTIVENESS *Jun. 1988*
SN (Note: see also the Identifier "Facial Attractiveness")

Press Role
USE MASS MEDIA ROLE
and NEWS MEDIA

PREVENTIVE MEDICINE *Jul. 1966*
SN (Scope Note Added) Medical science that deals with prevention of diseases

Retention (in Grade)
USE GRADE REPETITION

Retention (in School)
USE SCHOOL HOLDING POWER
(Replaces "Retention (of Students)" as USE reference)

SCHOOL PRAYER *Aug. 1988*
SN Individual or group prayer in a public or private school setting
UF Prayer in Schools

SELF EFFICACY *Jun. 1988*
SN Belief or expectation about one's own ability to perform a given task successfully
UF Efficacy Expectation

SIBLING RELATIONSHIP *Aug. 1988*

Sociodramatic Play
USE DRAMATIC PLAY

SPEECH SYNTHESIZERS *Jan. 1988*
SN Devices that simulate the human voice
UF Text to Speech Synthesizers
Voice Synthesizers

SPORTS MEDICINE *Aug. 1988*
SN Branch of medicine concerned with the effects of sports and exercise on health and fitness and with the prevention and treatment of athletic injuries
UF Sport Medicine

STUDENT JOURNALS *Aug. 1988*
SN Logs or notebooks in which students regularly record their experiences, ideas, or reflections, often for later revision, and usually not for formal grading by a teacher
UF Student Logs
Student Notebooks (Diaries)

SUBSTANCE ABUSE *Jun. 1988*
SN Excessive or otherwise inappropriate ingestion of alcohol, drugs, tobacco, or other chemical or organic substances, often impairing physiological and/or psychological functions

Symbolic Play
USE PRETEND PLAY

TACTILE STIMULI *Jan. 1988*
UF Tactual Stimuli

TEACHER EXPECTATIONS OF STUDENTS *Aug. 1988*
SN Teacher anticipation of student behavior or achievement based on preconceptions and such intervening cues as students' test scores, phys-

ical appearance, speech patterns, etc.—also, the effects of that anticipation (note: see also Identifiers "Pygmalion Effect" and "Self Fulfilling Prophecies")

Television Role
USE MASS MEDIA ROLE
and TELEVISION

Television Use
USE MASS MEDIA USE
and TELEVISION VIEWING

TEST SCORE DECLINE *Aug. 1988*
SN Decreasing scores of groups of test takers or a decrease in the average score of all examinees
UF Declining Scores

Text Editing
USE WORD PROCESSING

Text Editors
USE COMPUTER SOFTWARE
and WORD PROCESSING

TEXT STRUCTURE *Aug. 1988*
SN Arrangement and connectivity of the ideas in a textual passage in terms of format, order, density, repetitiveness, elaborateness, etc., as related to comprehension and/or recall

TRANSRACIAL ADOPTION *Aug. 1988*
UF Interracial Adoption

VIDEO DISPLAY TERMINALS *Jan. 1988*
UF Cathode Ray Tube Terminals
Visual Display Units

VIDEO GAMES *Dec. 1988*
SN Games played by manipulating graphics on a television screen or other video display, usually by means of hand controllers (joysticks, buttons, etc.)—includes microchip-controlled video arcade games and hand-held toys (note: coordinate with "Computer Games" for cassette-type or similar games requiring access to a computer)
UF Videogames (Electronic)

WRITING ACROSS THE CURRICULUM *Dec. 1987*
SN Educational movement or strategy that advocates the incorporation of writing into all classes and disciplines, to help students improve their writing and use writing as a learning tool

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PC 09	201 - 225	18.00
PC 10	226 - 250	20.00

ADD $2.00 FOR EACH ADDITIONAL 25 PAGES, OR FRACTION THEREOF

MICROFICHE

Price Code	Pagination	No. of Fiche	Price
MF 01	1 - 480	1-5	$ .85
MF 02	481 - 576	6	1.02
MF 03	577 - 672	7	1.19
MF 04	673 - 768	8	1.36
MF 05	769 - 864	9	1.53
MF 06	865 - 960	10	1.70
MF 07	961 -1,056	11	1.87

ADD $0.17 FOR EACH ADDITIONAL MICROFICHE (1-96 PAGES)